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AUTHOR	Poliner, Elizabeth, Comp.
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ABSTRACT

As part of its commitment to the creation of change agents, Nova Southeastern University requires that its candidates for graduate education degrees complete practicums and Major Applied Research Projects (MARP) that are work- and community-based problem-solving research projects. A primary dissemination vehicle is the inclusion of exemplary Practicum and MARP reports in the Educational Resources Information Center (ERIC) database. This document is a computer-produced bibliography with abstracts of the 562 practicum reports added to the ERIC database by Nova Southeastern University during 1992-1995. (JLS)

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ED 401 244

Graduate Students as Change Agents:

Nova Southeastern University Student Contributions to the Educational Resources Information Center (ERIC)

1992-1995

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SP036471

Compiled by: Elizabeth Poliner, Ed.D.
Director, Resource Information for External Programs
Nova Southeastern University 1996

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Introduction

It is difficult to achieve consensus on important issues in education today. A notable exception is the general agreement that if our institutions are to meet the complex needs of the 21st Century, the key change agents must be the professionals at each work site.

At Nova Southeastern University, we have institutionalized processes to bring about change in institutions through our Practicums and MARPs (Major Applied Research Projects), work and community-based problem-solving research projects required as essential academic work in our graduate education degree programs. The direct level of change resulting from completion of the Practicum and MARP applied research requirements is the realization of desired improvements in the work environments of our graduate students.

Beyond this localized focus of change, the documented work of NSU students/change agents is widely disseminated throughout the larger education communities. A primary dissemination vehicle is the inclusion of exemplary Practicum and MARP reports in the Educational Resources Information Center (ERIC). ERIC, a national computerized system accessible to most educators in the United States and in many other parts of the world, is a most useful repository for these identified best practices documents.

During two decades, 1972-1992, 923 Practicum and MARP reports completed by Nova graduate students were accepted into the ERIC system. NSU's total number of reports in ERIC increased by 562 during 1992-1995. What you are about to see are abstracts of each of the 562 documents. We believe that no other university has committed this deeply to ERIC and, by extension, to the changes required for survival in the next century. You are encouraged to order on microfiche from NSU's Distance Library Services (complete the enclosed order form) the full text of any practicum in this volume.

The Practicum and MARP process represents NSU's commitment to change. A key component of NSU's strategic plan matches well with the Practicum and MARP process: "To enhance society through educating professionals as leaders and change agents."

Richard Goldman, Education Provost
Fischler Center for the Advancement of Education
February, 1996

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Record - 1

DIALOG(R)File 1:ERIC

ED343894 SP033702

Graduate Students as Change Agents: Nova University Student Contributions to the Educational Resources Information Center (ERIC). 1972-1992.

Poliner, Beth, Comp.

Nova Univ., Fort Lauderdale. Center for the Advancement of Education.

1992

704p.

EDRS Price - MF04/PC29 Plus Postage.

Language: English

Document Type: BIBLIOGRAPHY (131)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG92

Nova University requires of its candidates for graduate education degrees completion of practicums, school-based problem-solving research projects. This requirement contributes to the development of school teachers and administrators as change agents. This collection contains abstracts of 923 practicum reports completed by Nova graduate students, 1972-1992, and included in the ERIC database. (IAH)

Descriptors: Administrator Education; Annotated Bibliographies; Bibliographic Databases; Bibliographic Records ; *Educational Change; Educational Research; Elementary Secondary Education; Higher Education; *Practicum Papers; *Student Research; Teacher Education Curriculum; Teacher Education Programs

Identifiers: *ERIC; *Nova University FL

Record - 1

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED386430 SP036179
A Training Program Designed To Develop Knowledgeable Paraprofessionals with Improved Job Performance Skills To Meet the Needs of Teachers and Special Education Students.
Davis, Julie H.
May 1995
81p.; M.S. Final Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

The paper reports on a practicum project to assess the training needs of paraprofessionals and to develop a training program to meet those needs. The first section of the paper is a literature review, which revealed few studies that have addressed the efficacy of paraprofessinals, though research that has been done indicates that paraprofessionals working with handicapped children have a direct effect on the students' academic performance. The literature also reveals that few states systematically train or certify paraprofessionals, and few universities teach preservice teachers how to utilize paraprofessionals in the classroom. The training program was designed to help improve the knowledge of disabilities, working relationships, and job performance skills of a target group of 12 special education paraprofessionals who work with K-2 students with handicaps in a rural Maine island school. Twenty-five skills were identified as those a paraprofessional should possess for job success; a needs assessment survey was administered to participants. Overall, entry skills and knowledge of the target group assessed ranged from 20 percent to 60 percent level of proficiency, well below the 80 percent or above level of proficiency preferred in the literature and among professionals surveyed for the study. The objectives for the program were for the paraprofessionals to increase their knowledge of disabilities, working relationships, and job performance skills by a program objective of 80 percent. The target group participated in a 12-week training session developed from a needs analysis assessment. Each of the weekly work sessions is described in the report. Project evaluations and assessments indicated that all program objectives were met, with the target group improving dramatically in all areas. Recommendations for staff development budget and expenditures, plus topics to be covered are outlined. Ten appendices provide: Maine Department of Education Special Education Regulations; Needs Assessment; Summary of Needs Assessment; Pretest for Paraprofessionals; Posttest for Paraprofessionals; Results of Pre-Assessment for Paraprofessionals; Summary of Results of Pre/Post Evaluations; Pre/Post Professional Evaluation of Paraprofessionals; Paraprofessional Training Evaluation; and Paraprofessional Certificate of Participation. (Contains 40 references.) (ND)

Descriptors: *Disabilities; *Educational Opportunities; Higher Education; *Paraprofessional School Personnel; Primary Education; Rural Schools; *Special Education; Special Education Teachers; *Staff Development; *Training Methods; Training Objectives; Workshops
Identifiers: Maine; *Training Needs

Record - 2

DIALOG(R)File 1:ERIC
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ED386326 PS023586
Empowering Elementary School Teachers through Awareness and Training.
Piehota, Lisa D.
1995
47p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum was designed to increase the level of teacher awareness of the concept of empowerment at an elementary school in the rural Southeast. A 12-week program was developed and implemented to train the school's 32 teachers in team building, conflict resolution, communication skills, team dynamics, and facilitative leadership. Weekly meetings were designed to impart these skills and to develop a school improvement plan to address school management issues and problems identified by the teachers themselves. An average of 14 teachers attended the weekly sessions, with attendance higher in the early weeks and lower in the later weeks of the program. A post-program survey indicated that although overall teacher response to the training was favorable, it was not as positive as initially anticipated. An appendix contains a copy of the teacher survey. (Contains 14 references.) (MDM)

Descriptors: Communication Skills; Conflict Resolution; Elementary Education; *Elementary School Teachers; Group Dynamics; *Leadership Training; *Self Actualization; Teacher Administrator Relationship; Teacher Attitudes; Teacher Workshops; *Teamwork
Identifiers: *Teacher Empowerment

Record - 3

DIALOG(R)File 1:ERIC
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ED386317 PS023561
Improving Black Students' Self Esteem, Self Confidence, and

(cont. next page)

Pride through Parental Participation, Teacher and Student Education.
Chandler, Phyllis
1995
58p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum was designed to improve the self-esteem and self-confidence of black, largely lower-class sixth-graders at a middle school in a predominantly white, middle-class neighborhood. Students were exposed to multicultural resources, including works of literature by and about African-Americans. A cultural awareness workshop for teachers was also held. Parent participation and involvement was encouraged through weekly telephone conversations and two parent-teacher conferences. Black role models from the local community were brought in to serve as guest speakers. Various classroom activities were undertaken to promote teamwork, cooperation, and cultural awareness among the black, white, Asian, and Hispanic students. A posttest survey of students and teachers found that 24 of the 25 black students in the experimental group said that they liked school, 20 of the 25 said that they felt comfortable in the school, and 17 reported feeling a sense of belonging. The five teachers involved all reported that the self-esteem and self-confidence of the black students had increased. Three appendices provide copies of the student and teacher surveys. (Contains 20 references.) (MDM)

Descriptors: Black Culture; *Black Students; *Cultural Awareness; Elementary School Students; Grade 6; Intermediate Grades; Parent Participation; Peer Relationship; *School Attitudes; *Self Esteem; Socioeconomic Influences; Teacher Attitudes; Teacher Workshops

Record - 4

DIALOG(R)File 1:ERIC
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ED386279 PS023388
Increasing the Use of Developmentally Appropriate Practices by Teachers and Assistants in an Early Childhood Center through Self-Assessment, Inservice Training and Peer Support.
Kroehl, Candace Olin
1995
101p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum identified the problem of inconsistent use of developmentally appropriate practices by staff in an early childhood center and implemented an inservice program to increase the use of activities based on individual appropriateness rather than on age alone. The solution strategy utilized a self-assessment survey of classroom practices to identify staff perceptions. Ongoing inservice training was implemented, based on the survey, observations, and consultations with staff. The inservice sessions included large- and small-group training, consultations with staff, development of individualized goals, peer support teams, and a parent education component. Evaluation results indicated an increase in developmentally appropriate practices as well as other positive changes, although the established outcome levels were not attained. One unanticipated result was that following the implementation period, fewer staff responded that children engaged primarily in self-directed and open-ended activity. (Seven appendices include the classroom practices survey form, inservice agendas and evaluation form, inservice summaries, and an annotated bibliography. Contains 66 references.) (AP)

Descriptors: Classroom Environment; Classroom Techniques; Day Care Centers; Early Childhood Education; *Inservice Teacher Education; Parent Education; Preschool Children; *Preschool Teachers; Program Effectiveness; Self Evaluation (Individuals); Staff Development; Teacher Attitudes; *Teacher Improvement; Teacher Student Relationship

Identifiers: *Developmentally Appropriate Programs; Staff Attitudes

Record - 5

DIALOG(R)File 1:ERIC
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ED386156 IR017277
Development of an Operating Plan for Implementation and Evaluation of an Adult Education Network and Electronic Journal at Nova Southeastern University.
Poliner, Elizabeth A.
Aug 1994
259p.; Ed.D. Research Project, Nova Southeastern University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: DISSERTATION (040); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

The purpose of this study was to develop an operating plan for the implementation and evaluation of an adult education network, AEDNET, and electronic journal, "New Horizons in Adult Education," at Nova Southeastern University (Florida). The following research questions were addressed in this study: (1) What does the literature indicate in regard to electronic networks and journals in adult education? What is an electronic network? What is meant by an electronic journal? What emerging technologies will impact this type of network

(cont. next page)

and journal? What are the current academic networks and journals now in operation? How are they functioning? To what extent are their sponsoring agencies satisfied with their operations?; (2) What are the problems and issues surrounding the assumption, implementation, and expansion of an electronic network and refereed electronic journal?; (3) How should the policy-making advisory process be structured within the program and the university? How should the journal editorial review process function?; (4) How should the network and journal be funded? Are there appropriate sources for grants to continue and expand activities?; (5) How should their benefits and value be promoted within the university and the adult education practitioner and student community?; (6) How should faculty and students be trained? How should the network and journal be staffed?; (7) What information about the network and journal should be disseminated and how?; and (8) How should the network and journal be formally evaluated? Results indicate the importance of several areas of implementation: it is essential that an evaluation plan be developed and implemented, so that improvements and decisions related to the network and journal may be based on the needs and expectations of the participants, and improvement plans are needed for marketing, technology, staff/training/committees, and funding. Data is illustrated in 20 tables. (Contains 102 references.) (MAS)

Descriptors: Administrator Responsibility; *Adult Education; College Administration; *Evaluation Methods; Higher Education; *Information Networks; Operations Research; *Planning; Scholarly Journals

Identifiers: *Electronic Journals; *Nova Southeastern University FL

Record - 6

DIALOG(R)File 1:ERIC
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ED386118 HE028526

PHE Scholars Program Essays, 1995: Creating and Sustaining Learning Communities.

Dudgeon, Carolyn; And Others

Nova Southeastern Univ., Fort Lauderdale, FL. Center for the Advancement of Education.

27 Jul 1995

31p.; Programs for Higher Education Scholars Program Essays, Nova Southeastern University.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: DISSERTATION (040); COLLECTION (020)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJAN96

These three essays focus on the creation and sustenance of learning communities among students and instructors at the college and university level. The essays are: (1) "Creating and Sustaining Learning Communities" (Carolyn Dudgeon), which emphasizes a seamless educational continuum for lifelong learners in a collaborative, caring environment that incorporates modern computer and multimedia technology; (2) "Creating and Sustaining Learning Communities: The PHE Scholars Program" (Timothy M. Sullivan), which emphasizes that the creation of learning communities requires a thorough understanding of the interplay among community building, group learning, systems thinking, personal mastery, mental models, shared vision, and leadership; and (3) "Creating and Sustaining Learning Communities: The Electronic Learning Community" (Gloria K. Wolfson), which emphasizes the role of computer technology in recreating learning communities, especially among part-time and nontraditional college students. Each essay contains references. (MDH)

Descriptors: *Classroom Environment; College Instruction; *Community; Computer Assisted Instruction; Computer Networks; *Computer Uses in Education; Educational Attitudes; *Educational Trends; Higher Education; *Learning; Lifelong Learning; Student Needs; *Teacher Student Relationship

Identifiers: *Learning Communities

Record - 7

DIALOG(R)File 1:ERIC
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ED386007 EC304209

From Early Intervention to Preschool: Preparing Parents for the Transition.

Schmutz, Lori J.

1995

103p.; M.S. Practicum, Nova Southeastern University.

EDRS Price - MF01/PC05 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Annourcement: RIEJAN96

This practicum addressed the anxiety and stress experienced by parents when their 3-year-old child with a disability or risk of developmental delay is transitioning from early intervention services to preschool. Questionnaires were administered to 20 parents to identify the causes of stress and anxiety during transitions and to determine their knowledge, involvement, and satisfaction with the transition. In addition, five staff members of the public schools were interviewed regarding preparation of parents for the transition. Factors which were found to contribute to parents' stress and anxiety concerned lack of parent involvement and information regarding the new program, the closed door policy of the new placement, and the lack of both a written transition plan and interagency collaboration. In response, four parent education workshops and a familiarization visit to the preschool programs were conducted. The workshops, which included both the sending and receiving teachers, addressed transitions, placement options, rights of parents of special needs children, and parent participation. The strategy was

(cont. next page)

successful in reducing stress and anxiety levels of parents and increasing their knowledge of and confidence in the transition process. Appendices provide the pre/post-tests, interview form, and a workshop evaluation. (Contains 43 references.) (SW)

Descriptors: Articulation (Education); Developmental Delays; *Disabilities; Early Intervention; *Information Needs; Knowledge Level; *Parent Education; Parent Rights; Parent School Relationship; Parent Workshops; Preschool Children; *Preschool Education; School Readiness; *Stress Variables; *Transitional Programs

Record - 8

DIALOG(R)File 1:ERIC
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ED386000 EC304202

What about Me?: A Practicum Addressing the Needs of Children Who Have a Preschool Sibling with Impaired Hearing.

Weston, Marsha C.
29 May 1995
56p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum developed a special program to serve the elementary school child who has a preschool sibling with a hearing impairment. A special book addressing the cognitive and emotional needs of the siblings was written and distributed to 35 children whose families were enrolled in a clinic-sponsored correspondence program and to 15 children whose families participated in on-site clinic programming for preschool children, ages 2-5, with hearing impairments. The book provides information about the anatomy of the ear, hearing loss, assistive devices, communication, and methods of teaching children who have impaired hearing. Feelings which may be experienced by children whose sibling is hearing impaired are described. Games and illustrations are included in the book; additional children's reading materials are identified. A mail-in card allows the child to write to the clinic with questions or concerns. Questionnaires about the book were returned by 12 children and 6 parents from the correspondence group and by 8 children and 7 parents from the on-site group. Based on positive responses, the book is being used on-site and through distance education to include all family members in programming. The child and parent questionnaires are appended. (Contains 27 references.) (SW)

Descriptors: Clinics; Community Programs; *Correspondence Study; Elementary Education; Elementary School Students; Emotional Adjustment; *Family Involvement; *Hearing Impairments; Information Needs; Intervention; *Material Development; Preschool Children; Preschool Education; *Reading Materials; Sibling Relationship; *Siblings; Symptoms (Individual Disorders)

Record - 9

DIALOG(R)File 1:ERIC
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ED385987 EC304188

Teaching High School Students with Attention Deficit Hyperactivity Disorder Self Advocacy Skills and Strategies for Coping with Their Disability in School.

Carpenter, Trudy
1995
50p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum provided a 12-week group instruction program which was designed to enable 8 high school students with attention deficit hyperactivity disorder (ADHD) to gain knowledge about ADHD, implement strategies for coping with the disorder, and employ self-advocacy skills. The program involved administration of an ADHD measure prior to and following the intervention; administration of a learning strategies inventory; development of a list of classroom modifications which students discussed with their teachers; development of goal attainment sheets; selection of instructional materials; and interviews with individual students, parents, and 16 teachers. Data analysis indicated that students: (1) increased understanding of their ADHD; (2) increased understanding of individual learning styles; (3) gained strategies to self-advocacy; and (4) selected modifications to address individual learning styles. It was concluded, however, that high school students need more than a 12-week group program to learn self-advocacy skills and strategies for coping with the disorder. Three appendices provide the goal contract used, a classroom modification checklist, and the ADHD pre/post-test. (Contains 20 references.) (DB)

Descriptors: Accessibility (for Disabled); *Advocacy; *Attention Deficit Disorders; Cognitive Style; Coping; Goal Orientation; High Schools; High School Students; *Hyperactivity; Individual Differences; Knowledge Level; Self Determination; *Self Evaluation (Individuals); *Self Management; *Student Participation; Student Role

Identifiers: *Self Advocacy

Record - 10

DIALOG(R)File 1:ERIC

ED385986 EC304187

Improving the IEP Process: Strategies for Increasing the Active Involvement of Junior High Regular Classroom Teachers, Parents, and Students in the Decision-Making Process and IEP Development.

deNomme, Dennis A.
1995
140p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This practicum was designed to improve development of individualized education plans (IEPs) of mainstreamed students with disabilities in one junior high school, through applied strategies to increase the active involvement of regular classroom teachers, parents, and students in the decision-making process and IEP development. Interventions with classroom teachers included encouraging their initiation of IEP goals and design of instructional modifications. Interventions with parents included more school/parent communication and involvement of parents in specific intervention strategies such as sending the parents achievement memos, copies of important special education news, and monthly communication regarding their child's academics and behavior. Interventions with students included multidisciplinary team screening and involvement of the student on the multidisciplinary team and in initiating goals and objectives. Data analysis indicated that the practicum resulted in greater participation of regular classroom teachers, parents, and students in decision-making and the IEP process. Recommendations resulting from the practicum include continuing having regular classroom teachers initiate goals, objectives and classroom modifications; continue with annual training for parehts on parents' rights and responsibilities regarding the IEP; and provide all special education students with training to allow them to become more active participants in IEP development. Fourteen appendices present the forms, letters, questionnaires, and screening instruments used in the practicum. (Contains 41 references.) (DB)

Descriptors: *Decision Making; *Disabilities; *Individualized Education Programs; Junior High Schools; Junior High School Students; Mainstreaming; *Parent Participation; Parent Role; Parent School Relationship; Program Development; Regular and Special Education Relationship; Secondary School Teachers; *Student Participation; Student Role; *Teacher Participation; Teacher Role; Teamwork

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Record - 11

DIALOG(R)File 1:ERIC

ED385979 EC304177

Establishing a Public School and Community Based Program Partnership through the Implementation of an Inclusion Model.

Farquharson, Patrice E.
1995
66p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

A model program was implemented to provide services to 17 children with special needs in a community-based preschool. Meetings with representatives of the public schools and the community preschool center established a framework for providing inclusive education and resulted in development of an interagency agreement, which clarified staff and agency roles, legal issues, services, and costs. Time was allocated for instructional planning by preschool staff members, special education staff, and an early childhood consultant. A questionnaire was administered before and after implementation of the program to determine the ability and confidence level of the staff to provide services in the classroom. The results indicated that staff were more comfortable with the implementation of team teaching and gained confidence in their ability to work with children with special needs through inservice training. Letters were sent to businesses to encourage support within the community for innovative programming. Fundraising resulted in receipt of donations and in-kind services. Appendices include the teacher attitude questionnaire, a monthly listing of curriculum topics, a description of the special educator role, and a modified lesson plan. (Contains 25 references.) (SW)

Descriptors: *Agency Cooperation; Cooperative Programs; *Day Care Centers; *Inclusive Schools; Mainstreaming; Models; Preschool Education; Program Implementation; Public Schools; *Regular and Special Education Relationship; School Business Relationship; School Community Relationship; *Special Needs Students; Teacher Attitudes; Teacher Role; *Team Teaching

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Record - 12

DIALOG(R)File 1:ERIC

ED385976 EC304171

Creating a Positive Academic Environment for Students with Behavioral Disorders Using the Foxfire Pedagogy.

(cont. next page)

Gromme-Clark, Marcia
1995
50p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

An intervention with six elementary-aged students with behavioral disorders was designed to increase positive attitudes toward school and learning, to improve self-esteem and empowerment, and to decrease inappropriate behaviors. The Foxfire pedagogy was used to achieve academic goals and to empower students. Students identified characteristics of a good teacher, identified characteristics of memorable learning experiences, were assessed on academic skills and attitudes, established a real-world connection between academic goals and the need to accomplish them, designed projects incorporating their objectives, developed a plan to complete the project, identified a method of evaluation for their project, and reflected on problems with their project and ways to improve it. At the conclusion of the intervention, four out of six students indicated that they liked school, and all of the students passed their academic subjects. Inappropriate behaviors decreased, although regular education teachers did not notice any changes in students' attitudes. There was no measurable evidence of increased self-esteem using the Piers-Harris measure. Students' writing skills improved as measured by the Peabody Individual Achievement Test-Revised. Students also appeared to be more enthusiastic about writing, publishing their work, and reading than before the intervention. Appendices provide the teacher questionnaire and a student attitude evaluation instrument. (Contains 17 references.) (SW)

Descriptors: *Academic Achievement; *Attitude Change; *Behavior Change; *Behavior Disorders; Elementary Education; Elementary School Students; Intervention; Learning Experience; Reading Attitudes; *School Attitudes; *Self Esteem; Student Attitudes; Student Behavior; Student Development; Student Educational Objectives; Writing Attitudes
Identifiers: *Foxfire

Record - 13

DIALOG(R)File 1:ERIC

ED385975 EC304170
An Early Intervention Program for Parents of Language Delayed Preschool Children.
Reblin, Patricia A.
1995
61p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

A program was implemented to involve 10 parents in helping their preschool children with language delays. Monthly parent support groups were held, and 10 professional speakers lectured to parents on child development topics. Parents were trained by a speech language pathologist to be language facilitators for their children. Parents were also encouraged to participate in developmentally appropriate play, use appropriate library books with their children, and listen to and converse with their children. After the program, parents completed a questionnaire addressing topics covered by the speakers and trainers, including the essentials of child development, language acquisition, and literacy skills. All of the parents had learned to listen more attentively to the intent of their child's language, were altering their language, and using shorter sentences. All children were tested before and after the program with the Zimmerman Preschool Language Scale. Over the 8 months of the program, gains for auditory comprehension ranged from 12 to 22 months and gains for verbal ability ranged from 10 to 24 months. The child development questionnaire and program evaluation questionnaire are appended. (Contains 20 references.) (SW)

Descriptors: Books; Child Development; Childrens Libraries; Childrens Literature; *Developmental Delays; *Early Intervention; *Language Acquisition; Language Skills; *Parent Child Relationship; *Parent Education; Parenting Skills; Play; Preschool Children; Skill Development; Social Support Groups; Speech Communication
Identifiers: *Language Delayed

Record - 14

DIALOG(R)File 1:ERIC

ED385860 CS215011
Using Author-Created Literature To Correct Disciplinary Problems in the Kindergarten Classroom.
Wallace-Hendrick, Debora
Mar 1995
46p.; M.S. Project, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

A project was developed and implemented to help correct the behavioral problems most commonly found in the kindergarten classroom in a central Florida school. Three literature-based units were produced and used by a target group of six kindergarten teachers and their students. The objectives were to increase positive behaviors in listening, decrease aggressive behaviors, and increase getting along with other

(cont. next page)

students by 10%. The main strategy was the use of writer-developed stories based around each of the identified behaviors along with follow-up classroom activities. A listening teacher observational tool, editorial team survey of aggressive behaviors, and a teacher-made rating scale for getting along with others were used by the target group of teachers to measure each student's behavioral change. All of the project objectives were met. Results of the posttest showed an 82% increase in positive behaviors in listening, a 40% decrease in aggressive behaviors, and a 77% increase in positive behaviors in the area of getting along with others. (Appendixes include a needs assessment survey, a literature evaluation form, a listening teacher observational tool, an editorial team survey of aggressive behaviors, and a teacher-made rating scale for getting along with others. Contains 12 references.) (Author/TB)

Descriptors: *Behavior Modification; *Behavior Problems; Behavior Rating Scales; *Childrens Literature; Kindergarten; *Kindergarten Children; Literature Appreciation; Primary Education; *Student Evaluation; Teacher Developed Materials

Identifiers: Florida (Central)

Record - 15

DIALOG(R)File 1:ERIC
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ED385795 CG026299

The Implementation of Objective, Self-Report Measures in a Family Preservation Program.

Stroh, Darren Thomas
1994
74p.; Master's Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

This study implemented objective, self-report measures in family preservation practice in hopes of increasing family involvement in families' goal attainment and growth. The practicum began by administering a survey entitled "Attitudes Regarding Measures" to practitioners, participants, and funders of a small, rural family preservation program. The practicum then educated all of the above parties as to the possible benefits and pitfalls of implementing objective measures. The Family Assessment Device was administered to each of the two families involved once per week. The measures were scored and the findings were discussed and included in the practitioner's reports to participants and funders. The measurement implementation went for 10 weeks and was followed by re-administering the "Attitudes Regarding Measures" survey to the above parties. This study indicated that measures properly administered increased the joining between professional and participant, empowering the participant. It also seemed to create a change in the role of the professional from a problem identifier to one of solution sounding board. Time on task and attendance records were monitored to collaborate the hypothesis that measures would increase the focus and direction of service delivery. Attendance increased but time on task proved too difficult to measure. (Contains 31 references.) (Author/JE)

Descriptors: *Attitude Measures; *Counselor Client Relationship; Counselor Role; *Family Counseling; *Family Involvement; *Goal Orientation; Measurement Techniques; Objective Tests; Therapists; Therapy

Identifiers: *Family Assessment Device; *Family Preservation Services; Family Therapy

Record - 16

DIALOG(R)File 1:ERIC
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ED385792 CG026296

Redesigning Program Delivery To Accommodate the Individual Educational Needs of Young Offenders in a Secure Custody Facility.

Langer, Geraldine
1992
72p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN96

The relatively high incidence of troubled youth with poor academic skills in the areas of reading, language arts, and math has been, and continues to be, a very real concern in Canada. This fact in itself is indicative of existing problems in providing effective educational services to troubled youth. The school itself has been equated with being a major contributing factor to the problem. Alternative educational strategies were implemented through the redesigning of the existing academic program delivery system within a secure custody facility. Specifically, a program utilizing individualized, one-on-one instruction was designed and implemented. The youth involved in the project, at the end of a specified time period, demonstrated success in one or more of the identified subject areas of reading, writing, and/or math as evidenced by a measure of growth resulting from the comparison of achievement results attained before implementation, and after the project has ended. The purpose was to provide evidence to support the recommendation for modification of current methods of educational delivery. Documentation and statistics in table and graphic form of the results are included. Contains 24 references. (Author/JE)

Descriptors: Academic Failure; *Correctional Education; Correctional Rehabilitation; *Delinquent Rehabilitation;

(cont. next page)

*Delivery Systems; Diagnostic Teaching; Foreign Countries; High Risk Students; *Individual Instruction; *Individualized Instruction; Rehabilitation Programs; School Effectiveness; Secondary Education; Special Needs Students; Youth Problems; *Youth Programs
Identifiers: Young Offenders Act 1984 (Canada)

Record - 17

DIALOG(R)File 1:ERIC

ED385622 UD030512
Maintaining an Effective After School/Evening Youth Program When the Main Source of Financial Support Was Discontinued by Obtaining Assistance from Government Agencies, Private Sources, Community-Based Organizations, and Volunteers.
Hall, Annette Frances
1994
98p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum was designed to keep an after-school and evening youth center in operation in spite of the loss of the main source of financial support (i.e., the contributions of the founding church). The program director, youth ministries director for an urban parish, sought additional support and implemented various strategies to keep the program going. She appealed to government sources, sought corporate funding, and petitioned community organizations. Fundraising activities and the recruitment of adult and youth volunteers supported continuation efforts. Networking and participation in a coalition of different agencies broadened the program's base of support. Results of the implementation effort were positive. The program continued to benefit local youth. Funding and the sources of funding increased, and the volunteers became definite contributors to the success of the program. Support has been tentatively secured for the subsequent fiscal year, and plans to enhance and strengthen the program are being made. Six appendixes present supplemental information, including attendance and volunteer sign-in sheets, an account sheet for funding sources, and some public relations materials. Two tables present practicum information. (Contains 15 references.) (Author/SLD)

Descriptors: Adolescents; *After School Centers; After School Programs; Church Programs; Community Resources; Enrichment Activities; *Evening Programs; *Financial Support; *Fund Raising; Grants; Late Adolescents; Program Development; Proposal Writing; Urban Areas; Volunteers; *Youth Programs
Identifiers: *New York (New York)

Record - 18

DIALOG(R)File 1:ERIC

ED385357 PS023390
Utilizing Mini-Training Sessions To Assist a Teacher in the Use of a Variety of Activities and Strategies To Address the Learning Styles and Modalities of Students in the Second-Grade Class.
Stallings, Viola P.
1994
163p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

This practicum was designed to assist the teacher in addressing the learning styles and modalities of students in a second-grade classroom. A learning style inventory was administered to the students, and two learning style inventories were administered to the teacher. Mini-training sessions were then developed on addressing learning styles by the researcher. The sessions were held with the teacher after school; class observation visits were held on the same days. Over the course of the training, the teacher began to address more of the students' learning styles and learning modalities. The improvement of the students, on their writing samples and in their math skills, were greater than anticipated. Changes in the teacher's technology attitudes were positive, and changes in students' attitudes, overall, were as predicted. (Nine appendices include copies of consent letters, samples of the technology attitude assessment surveys, hardware and software assessment data sheets, and samples of the newsletters sent to parents.) Contains 39 references. (AA)

Descriptors: Change Strategies; *Cognitive Style; Computer Assisted Instruction; Educational Assessment; Educational Change; *Educational Technology; Grade 2; Mathematics Instruction; Primary Education; Program Development; *Student Attitudes; *Student Needs; Surveys; *Teacher Attitudes; *Teacher Effectiveness; Teacher Student Relationship; Writing Skills
Identifiers: IBM Corporation

Record - 19

DIALOG(R)File 1:ERIC

ED385309 JC950378
Development of a Disabled Student Services Program at Jackson State Community College.
Williams, Fred D.

(cont. next page)

Mar 1994
66p.; Ed.D. Practicum paper, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEDEC95

A project was undertaken at Jackson State Community College (JSCC), Tennessee, to determine an appropriate plan to develop a disabled student services (DSS) program which would coordinate existing fragmented services and add additional services. A literature review was first conducted to determine legal obligations of the Americans with Disabilities Act (ADA) and standards and essential components of DSS programs. A Specials Needs and Concerns Committee was then established to help ascertain needs of disabled students and develop goals for the program. Following a review of findings from an ADA self-study conducted at JSCC, mission and goals statements were developed for the new program and distributed to the Committee for evaluation. Finally, methods were developed to evaluate the effectiveness of the DSS program utilizing quantitative and qualitative measures and were evaluated by DSS administrators at Tennessee institutions of higher education with successful programs in place. In the development of the program, the following conclusions were made: (1) JSCC has a legal obligation to provide a more comprehensive program for disabled students; (2) college employees must receive training to better understand disabled students' psychological, emotional, and physical needs; (3) there should be one individual responsible for coordinating DSS; and (4) the purpose and goals of DSS must be clearly articulated to the college community. (Contains 16 references.) (Survey forms used to gather campus opinions and the program mission statement are appended.) (KP)

Descriptors: *Accessibility (for Disabled); Advisory Committees; *College Students; Community Colleges; *Disabilities; Evaluation Methods; Legal Responsibility; Program Design; Program Development; *Student Personnel Services; Two Year Colleges

Identifiers: Americans with Disabilities Act 1990; Jackson State Community College TN

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DIALOG(R)File 1:ERIC
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ED385247 IR017260

Utilizing Computer and Multimedia Technology in Generating Choreography for the Advanced Dance Student at the High School Level.

Griffin, Irma Amado
Dec 1994
112p.; Master's Practicum Report, Nova Southeastern University. Attachment A, an "Edited Dance Database Videotape" is referred to but not included here.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

This study describes a pilot program utilizing various multimedia computer programs on a MacQuadra 840 AV. The target group consisted of six advanced dance students who participated in the pilot program within the dance curriculum by creating a database of dance movement using video and still photography. The students combined desktop publishing, video for dancers executing ballet, jazz, hip-hop, and acrobatic dance technique, music, and computer generated graphics into a multimedia choreographic presentation. A pre- and post-student questionnaire was administered to determine experience and attitudes toward computers, dance, and choreography. The results of the student questionnaire proved that the target group increased their level of knowledge not only in the manipulation of multimedia computer programs, but the utilization of that knowledge for dance choreography and presentations. The students found the pilot program worthwhile and worthy of continuing as part of the dance curriculum. Appendixes include: school district mission and belief statements; student pre/post questionnaire; dance terminology for computer database; pilot program review questionnaire; critical thinking and self-reflection checklist; and survey results. (Author/AA)

Descriptors: Advanced Students; *Computer Assisted Instruction; *Dance Education; Desktop Publishing; High Schools; *Instructional Effectiveness; *Multimedia Materials; *Pilot Projects; Pretests Posttests; Questionnaires; Student Attitudes; *Student Developed Materials; Student Surveys; Videotape Recordings

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DIALOG(R)File 1:ERIC
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ED385243 IR017255

Overcoming Computer Avoidance by Adult Educators: An Individualized Computer Instructional Course Designed To Reduce Computer Anxiety.

Cole, Lucy B.
1995
96p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

This practicum was developed to help educators overcome their uncomfortableness when using a computer. Seven adult

(cont. next page)

educators were avoiding using the computers purchased for them to use in their classroom with their students. These seven adult educators showed on a survey that they were very uncomfortable using computers and were unable to perform any of the 12 tasks listed on the survey. They were then enrolled in an individualized instructional course designed to reduce computer anxiety. The 12-week course was given individually to each tutor in a stress-free environment. Twelve tasks were taught at a pace dictated by the students themselves. A survey given at the completion of the course showed that all of the tutors were either comfortable or very comfortable using the computers, and all tutors mastered all 12 tasks. This research showed that students must conquer computer anxiety before they can begin to feel comfortable with computers. Students can overcome computer anxiety by training in the proper environment. Two figures and two tables illustrate data. Appendices provide the pre-course questionnaire, pre-course task checklist, pre-course computer comfort level survey, in-progress computer comfort level survey, post-course computer comfort level survey, pre-and post-class task survey, post-course task checklist, and computer software content inventory. (Contains 36 references.) (MAS)

Descriptors: *Computer Anxiety; Computer Attitudes; *Computer Literacy; Computer Uses in Education; *Individualized Instruction; Pretests Posttests; Surveys; *Teacher Attitudes; Teacher Education; Use Studies

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DIALOG(R)File 1:ERIC
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ED385185 HE028451
The Development, Implementation, and Evaluation of a Model for Teaching Intercultural Competency through the Content Areas at Faith School of Theology.
Algee, Alan
Jun 1995
356p.; Doctoral Research Project, Nova Southeastern University.
EDRS Price - MF01/PC15 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

In light of the cross cultural understanding and communications skills likely to be demanded of those in evangelical Christian ministry working all over the world, this project developed, implemented, and evaluated a model for infusing intercultural competency (ICC) into a seminary curriculum at the Faith School of Theology in Maine. From a study of the literature, extant models, and the perceptions of consultants and participants, a 4-quadrant scheme for classifying 36 extant ICC models emerged and a 7-step curriculum infusion model was developed. The model contained four domains--cognitive, affective, behavioral, and organizational--and involved leadership, administration, and faculty in a comprehensive program to infuse ICC into all aspects of the seminary program. The project led to the following conclusions: (1) it was difficult to establish a clear theoretical basis for ICC due to the wide band of theories among interculturalists; (2) developing such a program requires support from the social sciences; (3) the most important ICC skills are adaptation, interaction, flexibility and internal integrity; (4) ICC is a developmental process and not easily reduced to a set of discrete skills isolated to a dedicated course. Appendixes contain additional information on the model and its development, materials for a workshop on the model, evaluation instruments, and input from multiple disciplines. (Contains over 250 references.) (JB)

Descriptors: Church Related Colleges; College Programs; *Cross Cultural Training; Cultural Awareness; Cultural Education; Curriculum Design; *Demonstration Programs; Higher Education; Intercultural Programs; Models; *Multicultural Education; Student Development; *Theological Education

Identifiers: Faith School of Theology ME; Infusion

Record - 23

DIALOG(R)File 1:ERIC
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ED385154 FL023152
Incorporating Cooperative Learning Strategies To Improve Science Achievement Scores among Ninth Grade ESOL I and II Physical Science Students.
Correa, Marilyn
1995
65p.; Ed.D. Practicum Report, Nova Southeastern University. Contains very light, broken type.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

In response to the poor achievement, negative attitudes, and anxiety of limited-English-proficient (LEP) ninth-grade students (n=90) in science classes, a cooperative learning approach to instruction was adopted. In an effort coordinated with teachers of English for Speakers of Other Languages (ESOL), the students were assigned to cooperative learning groups and given specific projects corresponding to the curriculum but requiring exploratory and investigative methods rather than reading from a textbook. In addition, the teacher contacted parents by telephone and wrote to them in English, Spanish, and Creole, offering tips for assisting their students. An additional 21 students were brought into the program. Results indicate that project objectives were met in: student achievement on a teacher-made criterion-referenced post-test; majority passing the course with a C or better

(cont. next page)

grade; entries in the science fair; regular student participation in hands-on classroom activities; improved student attitudes toward science; use of alternative student evaluation techniques; and parent contact. Suggestions for improvement include further development of the post-test to reflect class activities, creation of a parent guide, and provision of tutoring options. The post-test and class-related forms are appended. (MSE)

Descriptors: *Achievement Gains; Anxiety; Classroom Techniques; *Cooperative Learning; *English (Second Language); Evaluation Methods; Grade 9; High Schools; Instructional Effectiveness; *Limited English Speaking; *Science Instruction ; *Student Attitudes; Student Evaluation; Underachievement

Identifiers: *Science Achievement

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DIALOG(R)File 1:ERIC
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ED385113 EC304150

Developing a Program To Improve Toileting Skills of Prekindergarten Handicapped Students in a Suburban Elementary School.

Kingston, Ellen
May 1995
47p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95
Target Audience: Practitioners

A program was developed to improve the toileting skills of four prekindergarten students (ages 3-5) with developmental delays. A daily toileting chart was employed over a 12-week period. During toileting attempts, each child was encouraged to pull down and pull up pants by using verbal prompts. Success at this activity resulted in placement of a sticker on the child's self-help table. On each toileting occasion, the child was verbally encouraged to attempt to use the toilet, and verbal praise stated what the child had accomplished. Turning on the water and washing hands after using the toilet were also target behaviors. During week 5 of the intervention, the data were examined for patterns in elimination times, or liquids were introduced at specific intervals when no patterns emerged. During week 6, the child was taken to the toilet at the times the child was likely to have to eliminate, and during week seven toileting times were spread further apart. Next, verbal prompts were faded and the child was praised for expressing the need to go to the toilet. A decrease in accidents resulted in no longer using the toileting charts. Sample charts are appended. (Contains 12 references.) (SW)

Descriptors: Behavior Change; Child Behavior; *Developmental Delays; Habit Formation; *Hygiene; Intervention; Preschool Children; Preschool Education; *Self Care Skills; *Skill Development; Toilet Facilities

Identifiers: *Toilet Training

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DIALOG(R)File 1:ERIC
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ED385112 EC304149

Development of a Program To Target Successful Teaching Techniques for Increasing Auditory and Visual Responses in Severely Profoundly Mentally Handicapped Students.

Elson, Verna M.
May 1995
47p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A program was developed to improve auditory and visual stimulation and responsiveness for seven elementary school students (ages 6-7) who had severe/profound mental retardation and multiple disabilities. After initial observation, consultation, and assessment of the students, the 12-week intervention program involved auditory, tactile, and visual stimulation. In addition to daily interventions with a staff member and aide, three nondisabled fifth grade students provided assistance with the activities twice a week. Activities focused on helping students respond to touch and encouraging students to reach for and touch objects. Types of tactile, auditory, and visual stimulation activities and materials are described, along with electronic materials such as a switch toy. Additional activities were added when students began making choices using a communication board. After pretesting students' initial functioning, daily performance on the activities was documented, and a posttest assessed physical performance of the intervention activities. Results indicated that subjects increased their auditory and visual skills in most targeted areas. Pretest and posttest observation checklists and the findings are appended, along with a daily score sheet. (SW)

Descriptors: *Auditory Stimuli;* Behavior Change; Intervention; Multiple Disabilities; Primary Education; Reinforcement; *Sensory Experience; *Severe Mental Retardation ; Skill Development; *Stimulation; Student Reaction; *Tactile Stimuli; *Visual Stimuli

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DIALOG(R)File 1:ERIC
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ED384983 EA026878

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A Method To Ensure Heterogeneous Mixing of Grade 9 Classes.
Brydges, Bruce
1993
62p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

This paper presents outcomes of a practicum that was designed to address a need that was created when the Ministry of Education in Ontario, Canada, mandated that all grade 9 classes be "destreamed." A review of educational literature found no methods for ensuring that classes are truly heterogeneously mixed. The practicum was designed to gather data on each student entering grade 9 in order to ensure that classes were mixed according to the following variables: academic ability, gender, special-education identification, and feeder school of origin. Using a holistic scoring rubric, mean scores and standard deviations were developed to guide the placement of students in a timetable designed to support heterogeneously mixed student cohorts. The plan was implemented in a large, modern, rural, composite secondary school in Ontario (Canada). Findings demonstrated that heterogenous mixing could be achieved for core classes; however, students tended to stream themselves through the choice of optional subjects. Four tables are included. Appendices contain the holistic rating scale, the grade 9 student timetable, and a sample database setup for Lotus 1-2-3. Contains 34 references. (Author/LMI)

Descriptors: *Classroom Desegregation; Database Management Systems; Foreign Countries; Grade 9; *Grouping (Instructional Purposes); *Heterogeneous Grouping; Mainstreaming; Management Information Systems; *Nongraded Instructional Grouping; Secondary Education; *Student Placement

Identifiers: *Ontario

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DIALOG(R)File 1:ERIC
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ED384909 CS214976
Developing Writing Skills of Fourth Grade Students Using a Variety of Intervention Strategies.
Priest, Nancy B.
19 Jun 1995
88p.; M.S. Practicum, Nova University. Color illustrations may not copy well.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A program was developed and implemented to improve fourth graders' writing skills in conjunction with the State Writing Assessment Test. The objectives for the program were for 80% of the students to improve their writing scores by a minimum of 0.5 point using the State Writing rubric as the guideline; to increase students' understanding of the Narrative and Expository forms of writing by 80%; and to increase the typing and keyboarding ability of the students by 20%. The target group of 25 students in a mid-sized elementary school in a large, culturally diverse metropolitan area was immersed in a Writer's Workshop and participated in a plethora of developmental writing activities, including word processing and a keyboarding skills program. All program objectives were met, with the target group improving in all areas. (Contains 18 references. Appendixes present data, various work sheets, activities, and samples of students' writing.) (Author/RS)

Descriptors: *Grade 4; Instructional Effectiveness; Intermediate Grades; *Intervention; Keyboarding (Data Entry); Skill Development; Word Processing; *Writing Improvement; *Writing Skills

Identifiers: *Writing Development

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DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED384904 CS214970
Increasing Computer Utilization for a High School Writing Class through Teacher and Student Education.
Kern, Detlef
1995
38p.; Ed.D. Practicum, Nova Southeastern University. Faint and broken type may not reproduce legibly.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum was designed to increase the utilization of seldom-used computers by the writing class in a small rural community high school in the eastern United States through teacher and student education. Through a collaborative team effort of computer-competent teachers and students, an in-service program was developed to teach the basic use of computers to the computer illiterate. Activities such as modeling, peer teaching, and on-line writing exchange helped establish a productive environment. The results of the practicum were positive. Students in the writing class used the computer lab a minimum of three times a week. Some individuals who were not in class asked to participate in the program during their free time. As a result, other classes using the writing class as a model, began to use the computer lab for their own writing assignments. The practicum's goal of increased participation and education of teachers and students was attained. Teachers, some of whom had technophobia, overcame their fears and incorporated the computer in their

(cont. next page)

classroom. Students were guided and taught that technology can be very helpful in writing class as well as in other curricula. The collaborative efforts of students and teachers insured the success of the practicum. (Contains 15 references.) (Author/RS)

Descriptors: Computer Anxiety; Computer Literacy; *Computer Uses in Education; High Schools; High School Students; *Inservice Teacher Education; *Peer Teaching; Program Effectiveness; *Student Participation; *Writing Instruction; *Writing Laboratories

Identifiers: School Culture; *Technology Integration

Record - 29

DIALOG(R)File 1:ERIC
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ED384887 CS214950

The Effect of Main Idea Practice Using Computer Assisted Instruction and Desktop Publishing.

Williamson, Jack
May 1995
94p.; M.S. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum took place in a summer remedial program for students with learning problems and specifically focused on five middle school students and how, with computer use and computer assisted instruction, the students increased their ability to recognize main ideas. The students in the target group, with the skills learned in the summer school remedial program, created and word processed articles for the school newspaper. The five targeted students also converted the articles into a school newspaper using a comprehensive, simple desktop publishing program. The one practicum objective that was not met was that the five students would demonstrate an improved skill of main idea recognition. Only two of the five students met the objective. Findings suggest that the summer remedial program should continue to produce a newspaper. The professional-looking, attractive, and informative newspaper made all the students in the summer program very proud. The parents' excitement at seeing their children's contributions to the newspaper was obvious. (Contains 21 references and 2 tables of data. Appendixes present a daily computer lab schedule, software evaluation forms, student lesson results report, pretest/posttest instrument, a help sign, skill sheet inventories, and the newspaper.) (Author/RS)

Descriptors: *Computer Assisted Instruction; *Desktop Publishing; *Instructional Effectiveness; Intermediate Grades; Junior High Schools; Middle Schools; *Remedial Instruction; *School Newspapers; Student Publications; Summer Programs; Writing for Publication

Identifiers: *Main Idea

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DIALOG(R)File 1:ERIC
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ED384886 CS214949

Improving Expository Writing through Objective Setting and Performance Appraisal: Writing by Objectives.

Zarzana, Sylvester J., Jr.
29 May 1995
67p.; M.S. Practicum, Nova Southeastern University. Some pages contain light, uneven type. Best copy available.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A pilot writing program was tested on 15 Florida eleventh graders, who had been placed in basic level classes and who believed themselves to be poor writers. After interviews with teachers and students, three practicum objectives were developed: (1) after 12 weeks, 80% of the target group will score a minimum of 3 on short composition assignments; (2) after 12 weeks, 80% will include an acceptable formal sentence outline and thesis statement with their assignments; (3) at the end of 12 weeks, 100% will demonstrate a working knowledge of at least 3 organizational strategies for writing. The implementation plan was based on the belief that the same effective organizational skills practiced by business and institutional managers could be employed in the target group's writing program to convey the concept of effective organization skills. Generally, results indicated improvement in student writing scores. More specifically, 86% of students scored a 3 or higher on the week 11 writing assignment, indicating successful attainment of objective 1. With regard to the second objective, results showed that all 12 students had included at least an adequate and at best a masterful sentence outline. With regard to the third objective, all 12 students were able to identify at least 3 different organizational strategies. Additionally, the researcher's records of each student's organizational agreement revealed a specifically chosen organization strategy and effectively developed paper based on said strategy. (Contains 16 references and 12 appendixes containing pre- and posttest results, a formal outline paradigm, questionnaires and results, an organization agreement, and a checklist.) (TB)

Descriptors: *Basic Writing; Grade 11; Grammar; High Schools; High School Students; Learning Problems; Sentence Structure; *Skill Development; *Underachievement; *Writing Improvement

Identifiers: *Basic Writers; Florida; *Organizational Skills; Writing Development

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DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED384857 CS012206
Motivating First-Grade Students To Read Independently for Pleasure through a Whole Language Program.
Gunter, Johnette C.
1994
56p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum was designed to motivate first-grade students in a rural community in the southeastern United States to read independently for pleasure in the classroom and at home. A whole language program was implemented which did not include the use of basal readers or workbooks. Children's literature was the primary source used for reading instruction. Whole language activities and reading materials were provided for the students. The 23 first-grade students had the opportunity to read books from the classroom library and check out books from the school library. They were encouraged to take their library books home and share them with their families. All parents were asked to participate by reading to their children at home and encourage their children to read to them. Analysis of the data revealed that students read at least one book per week during their free time from the classroom library. Students also checked out at least one book from the school library per month. The students who took one library book home per month shared their books with their parents. (Contains 21 references and 6 tables of data. Appendixes present a reading list form and a parent verification form.) (Author/RS)

Descriptors: Childrens Literature; Grade 1; *Independent Reading; *Instructional Effectiveness; Primary Education; *Recreational Reading; *Student Motivation; *Whole Language Approach
Identifiers: *Reading Motivation; Trade Books

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DIALOG(R)File 1:ERIC
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ED384852 CS012201
Improving Vocabulary of Second Grade Second Language Learners through a Read Aloud Program.
Gunter, Dorothy L.
1995
73p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum was designed to improve the oral/aural vocabulary which would eventually improve the reading vocabulary of second language learners. The practicum, implemented in a second grade by a media specialist who counted on the cooperation of the classroom teacher, consisted of a read-aloud program in which the students read daily from a variety of trade books. Subjects were 26 students who had already completed an English-as-a-Second Language program and were considered to be at an independent level in English. Pre- and posttests were administered which recommended reading and listening levels for a frustration, instructional, and independent level of instruction, as well as a writing vocabulary test. Flyers were developed for community speakers and school wide programs; and for recommended read-aloud lists for recently published titles for various age levels. Faculty members were encouraged to read aloud to their respective classes. "Buddy" readers were trained to read and listen to the participating second-grade class--each second grader had his/her own buddy. Other teachers also changed their attitudes on the importance of reading aloud. Data analysis revealed that students' oral/aural vocabulary and reading vocabulary increased, and the school principal has instituted a regular read-aloud portion to the existing reading program. (Contains 46 references. Appendixes include a read-aloud packet listing various genres and age-appropriate books, and a parent night notice in English and Spanish.) (NKA)

Descriptors: *Grade 2; Listening Comprehension; *Listening Skills; *Oral Reading; Primary Education; *Reading Aloud to Others; *Second Language Learning; Skill Development; Student Needs; *Vocabulary Development
Identifiers: *Nonnative Speakers; Trade Books

Record - 33

DIALOG(R)File 1:ERIC
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ED384851 CS012200
Encouraging the Participation of Families of Elementary-Age Children in Home-School Literacy Activities through Staff Development, Parent Workshops, and Individual Family Plans.
Fulwider, Natalie Austin
1995
83p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

A practicum was designed to increase participation of families in home-school literacy activities. The school was located in a suburban village in the northeastern United States. Data indicated that many families of first- and

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second-grade minority students who were bused to the school for integration purposes were not participating in home-school activities. A target list of families was established and a comprehensive solution strategy to increase family participation was implemented. The solution strategy consisted of: (1) parent workshops to help families understand how they can be involved; (2) staff development to support parent involvement efforts; and (3) individual meetings with families to develop individual plans for family literacy. The program was coordinated by the school psychologist. Positive outcomes included substantial gains in the participation of minority and non-neighborhood families as well as increased family participation in academic activities (e.g. homework completion and projects). Family participation in other activities (e.g., parent workshops and PTA activities) remained low. Positive outcomes are interpreted as being more a result of the dynamic interactions that developed between home and school than in the specific activities. A combination of leadership and personal attention to teachers and families created a momentum for action which led to improved communication and increased family participation. (Contains 37 references. Appendixes present teacher interview questions, a blank individual family plan for literacy, three notices of parent workshops, outlines and objectives of parent workshops, and tips for parents who want to help their children become readers. (RS)

Descriptors: *Literacy; Minority Groups; *Parent Participation; *Parent School Relationship; *Parent Workshops; Primary Education; Program Effectiveness; *Staff Development

Identifiers: Family Literacy

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DIALOG(R)File 1:ERIC
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ED384840 CG026309

Changing Agency Policy and Practice To Support the Inclusion of Gays and Lesbians as Therapeutic Foster Parents.

Frazer, Danica
1994
207p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC95

This practicum targeted a multi-service child and youth care agency in which lesbian women and gay men were implicitly excluded from serving as therapeutic foster parents. The setting in which the practicum project was developed, implemented, and evaluated is a not-for-profit, provincially chartered, and publicly-funded organization, headquartered in Edmonton, Alberta (Canada). The practicum was designed and implemented to advance the acceptance of gays and lesbians as therapeutic foster parents within the agency. The strategy included developing and obtaining formal approval of amendments to existing agency policies on status/conditions of employment and human rights, and organizing and obtaining consensus on both a proposed operational statement regarding the approval of gays and lesbians as therapeutic foster parents, and on changes to the existing materials used in the recruitment and selection of therapeutic foster parents. The results of this strategy were mixed. While consensus was obtained on adopting the proposed changes to existing recruitment and selection materials, no consensus was reached on employing the proposed operational statement on the approval of gays and lesbians as therapeutic foster parents. Implications to these outcomes are discussed and recommendations are offered. Appendices include interview and questionnaire formats, existing and revised policies, operational statements, recruitment and selection materials, presentation materials, and meeting minutes. (RJM)

Descriptors: Adolescents; *Change Strategies; Child Caregivers; Children; Child Welfare; Elementary Secondary Education; Foreign Countries; *Foster Care; Foster Family; *Homosexuality; Lesbianism; *Organizational Change; *Placement ; *Policy Analysis; Policy Formation

Identifiers: Alberta; *Placement (Foster Care)

Record - 35

DIALOG(R)File 1:ERIC
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ED384441 PS023467

Promoting Critical Thinking Skills for Fourth Grade Students through the Use of Children's Books.

Patterson, Sharon R.
1993
78p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum was designed to improve critical thinking skills and reading abilities in fourth-grade students in a rural elementary school. A test administered prior to implementation of the practicum revealed that students' reading ability ranged from primer to third grade level. During the practicum, 15 students who were members of an alternative education class, read children's books and developed questions and answers for each level of Bloom's Taxonomy. Evaluation of the practicum and teacher observations revealed that the program was successful. Students spent more time on-task to the degree that one student completed only one level, five students completed all six levels, and the remaining students completed levels three through five. An added benefit was an overall improvement in students' attitude toward school. Social skills were also developed as students

(cont. next page)

interacted with each other during the practicum. (Twelve appendices include a problem-solving diary, student activity checklist, teacher evaluation checklist, story cards and puzzles, and a taxonomy chart. Contains 41 references.) (AP

Descriptors: *Critical Reading; *Critical Thinking; *Elementary School Students; Grade 4; Intermediate Grades; Metacognition; Program Effectiveness; *Reading Improvement; Rural Schools; Student Attitudes; Thinking Skills

Identifiers: Blooms Taxonomy

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DIALOG(R)File 1:ERIC
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ED384424 PS023395

Decreasing Disruptive Behavior among Students on School Buses through Comprehensive School Bus Safety Education.

Hill, Jacquelyn
1995
66p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

A practicum was designed to reduce disruptive behavior of students riding school buses in a small multicultural community. It was determined that many students were disruptive when riding the school buses, making it difficult for the bus drivers to ensure riders' safety. The practicum implemented a school bus safety education and public awareness program involving students, parents, teachers, drivers and administrators. As part of the program: (1) bus drivers were given inservice training for effective discipline and reviewed safety procedures; (2) teachers and administrators were encouraged to promote better discipline aboard the school buses; (3) students were brought into the process from the beginning; and (4) the school bus discipline code was revised and accepted by all parents and students. Evaluation results showed that the goal of the program was met with achievement of a 66% decrease in disruptive behavior. (Six appendices include the survey and responses on school bus discipline and safety, a statistical breakdown of disruptive incidents during 1993-1994, and the original and revised school bus discipline codes. Contains 34 references. (AP)

Descriptors: Accident Prevention; Behavior Change; *Bus Drivers; Change Strategies; Elementary Secondary Education; Interdisciplinary Approach; Professional Development; *Safety; *Safety Education; *School Buses; School Psychologists; Special Education; *Student Transportation; Supervision

Identifiers: Child Safety; *Disruptive Behavior; Safety Equipment

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DIALOG(R)File 1:ERIC
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ED384423 PS023394

Improving Skills To Facilitate Play in an Inclusive Preschool Setting through a Collaborative Staff Self-Training Project.

Truxal, Merilyn R.
1995
96p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum identified an inability of staff to facilitate play among students with diverse abilities in an inclusive preschool setting, and presented staff training projects to improve such facilitative skills. Because the staff lacked knowledge regarding play characteristics, functions, and categories needed to provide necessary interventions and formal play assessment, team-building management techniques were designed to develop a staff in-house training project, providing resources for on-going staff presentations over a period of 8 months. Staff selected their own working committees and topics from a preset list, and at the end of each presentation, offered suggestions for improving facilitation of play skills. After completing the project, the staff were able to identify the knowledge that was lacking, name at least three types of play assessment and use the Smilansky scale to assess play in the classroom, and prepare a position paper on play for use in further staff training and for disbursement among special educators, interns, and parents at the school. (Six appendices include a staff survey form, topics for staff training, session agendas for staff meetings, a position paper on play, and a checklist for play assessment. Contains 108 references.) (AP)

Descriptors: Change Strategies; Child Behavior; Cooperative Education; Curriculum Design; Evaluation Methods; Inclusive Schools; *Inservice Education; *Play; Practicums; Preschool Children; Preschool Education; Social Attitudes; *Staff Development; Staff Meetings; Workshops

Identifiers: *Staff Attitudes

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DIALOG(R)File 1:ERIC
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ED384422 PS023393

Improving the Social Skills of Kindergarten Students in

(cont. next page)

Their Multicultural Setting through a Peacemaking Program.
Leonard, Kathleen M.
1995
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

A project to improve the social skills of kindergarten children in a multicultural setting by a simple peace education program was implemented. Noting that kindergarten children did not exhibit good social skills and were not able to solve conflicts in a peaceful manner, the project was designed to incorporate and increase group problem solving, cooperative learning, peacemaking language skills, and parent participation. The results showed that 15 out of the 20 kindergarten students solved verbal conflicts peacefully, accepted others into their play, and collaborated and shared with each other. The results also indicated that involving the home, school, and the community in the peace education program resulted in opportunities for students to improve their social skills. Three appendices on student checklists for verbal solving of conflicts, acceptance of other children, and collaborating and sharing are included. Contains 23 references. (AP)

Descriptors: Bias; *Conflict Resolution; Cooperative Learning; Cultural Differences; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Multicultural Education; Parent Participation; *Peace; *Peer Relationship; Primary Education; Young Children

Identifiers: *Peace Education

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DIALOG(R)File 1:ERIC
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ED384421 PS023362
Improving Problem-Solving Abilities of Third-Grade Students through the Use of Problem-Solving Strategies.
Wilborn, Letta Grace
1994
35p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum was designed to improve third grade students' problem-solving abilities through the use of problem-solving strategies. The project was implemented in a suburban elementary school that has a high percentage of students with limited or no English language skills. Activities were designed to increase the students' interest in solving word problems and to improve their problem-solving skills. Divided into small, cooperative groups, the students were taught how to use open-ended questions and problem-solving strategies such as patterns, charts, and graphs. Emphasis was placed on mathematical language development, reading word problems with understanding, and writing. The students wrote, read, and solved original word problems. Parents participated as math-partners. Observation data on how the students responded to various activities were collected and recorded in a log for evaluation. The students' work was evaluated regularly during and at the end of the project. Samples of the students' work were kept in a portfolio so that progress could be monitored by the teacher and the students. The results of the practicum indicated that when students are taught problem-solving strategies and how to read word problems with understanding, the students will be successful in solving word problems and will enjoy solving the problems. The questionnaire used for preliminary student interviews is included. Contains 16 references. (AA)

Descriptors: Classroom Techniques; *Elementary School Mathematics; Elementary School Students; Grade 3; Learning Activities; Learning Strategies; Mathematical Concepts; Mathematics Achievement; Mathematics Education; *Mathematics Instruction; Primary Education; *Problem Solving; *Student Attitudes; Teaching Methods; *Word Problems (Mathematics)

Identifiers: *Knowledge Acquisition; Mathematics Activities

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DIALOG(R)File 1:ERIC
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ED384412 PS023008
Improving the Way Staff Communicate with Young Children through In-Service Training.
Brown, Emmaline J.
1992
128p.; Ed.D. Practicum Report, Nova University. Paper presented at the Annual Conference and Exhibition of the National Association for the Education of Young Children (Atlanta, GA, November 30-December 3, 1994).
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160); CONFERENCE PAPER (150)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum aimed to improve the way staff communicated with young children through in-service training in a university early childhood laboratory school setting. Eight in-service training sessions, combined with discussion groups, classroom/recorded observations, and practical applications, were provided. The program focused on appropriate ways to communicate with young children. An observational checklist and a survey were used in pre/post training to document the problem and to evaluate changes after implementation of the

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training sessions. Criteria for success of the program were to increase knowledge of appropriate ways to communicate, provide staff the opportunity to practice appropriate communication interactions, and to conceptualize the technique, as measured by the use of the pre/post training instruments. Success was evident in an increased number of correct responses on the posttest survey instrument and observations of staff utilizing appropriate ways to communicate with young children. The conclusion of the training sessions produced higher ratings, which indicate that the in-service training successfully improved staff-child communication and their interactions. Ten appendices include the survey form, observation checklist, trainee manual, tips for working with children, and observation summary reports. Contains 33 references. (Author/AA)

Descriptors: *Classroom Communication; Classroom Environment ; Communicative Competence (Languages); Early Childhood Education; *Inservice Teacher Education; Interpersonal Communication; Professional Development; School Surveys; Staff Development; Teacher Attitudes; *Teacher Improvement; *Teacher Student Relationship

Identifiers: Developmentally Appropriate Programs

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DIALOG(R)File 1:ERIC
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ED384379 JC950339

A Comparison of Levels of Satisfaction Regarding Human Resource Development among Employees of North Arkansas Community/Technical College.

Stockton, James J.
Apr 1995
45p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

In July 1993, Twin Lakes Technical College and North Arkansas Community College merged to form the North and South Campuses, respectively, of North Arkansas Community-Technical College (NACTC). A study was undertaken to compare the institutional climate for human resource development (HRD) at the two campuses to determine the effects, if any, of the centralization of resources on the climate. Research on HRD climates in college mergers was examined and questionnaires were mailed to all full-time employees of the two campuses. Responses were received from 65.6% (n=21) of North Campus employees and 64.6% (n=66) of South Campus employees. An analysis of responses indicated the following: (1) staff satisfaction with the HRD climate were slightly higher at the South Campus that at the North Campus; (2) at both campuses, faculty showed the lowest level of satisfaction with their HRD climate; (3) the rate of satisfaction for North Campus classified staff was lower than any other college employee sub-group; and (4) no significant difference, however, was found between the HRD climate at the two campuses, which appears to indicate that increased organization size is not a major influence in personnel practices. (Contains recommendations for HRD policy and 23 references). (The HRD Climate Survey and a cover letter are appended.) (KP)

Descriptors: Administrator Attitudes; *Centralization; Community Colleges; Comparative Analysis; *Employee Attitudes; Mergers; *Multicampus Colleges; Organizational Change; *Organizational Climate; Organization Size (Groups); *Participant Satisfaction; *Staff Development; Teacher Attitudes; Two Year Colleges

Identifiers: *North Arkansas Community Technical College

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DIALOG(R)File 1:ERIC
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ED384245 FL023092

Strategies To Improve the Self-Esteem of Ninth and Tenth Grade Haitian Limited English Proficient Students through a Self-Concept Program.

Bien-Aime, Joseph C.
1995
101p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

In response to a situation in which limited-English-proficient Haitian students were found to have behavior problems, anxiety, depression, low motivation, low energy, and underachievement, attributed to low self-esteem, a project was undertaken to improve student self-concept and achievement. Ninth- and tenth-grade Haitian English-as-a-Second Language (ESOL) students (n=100) were first administered a county oral language test, a written English test, the Piers-Harris self-concept scale, and a behavioral checklist as pretests. Subsequently, ESOL techniques were implemented in concert with self-concept-enhancing group activities, games (soccer, basketball, volleyball), filmstrips, television viewings, tape recordings, field trips, and an inter-ethnic group fair. At the end of the academic year, the students were re-tested with the same measures, and results indicated improved self-esteem, classroom behavior, and learning ability. Appended materials include the written English test, behavior checklist, practicum implementation/log form, a description of language proficiency levels, a letter to parents, a checklist for parents to help their children in school, class work samples, and a field trip permission slip. Contains 30 references.

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(MSE)

Descriptors: Academic Achievement; Anxiety; *Behavior Problems; Class Activities; Classroom Techniques; Cultural Awareness; Depression (Psychology); *English (Second Language) ; Field Trips; Games; Grade 9; Grade 10; *Haitians; High Schools; *High School Students; *Limited English Speaking; Program Descriptions; *Self Esteem; Student Motivation; Underachievement

Record - 43

DIALOG(R)File 1:ERIC
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ED384198 EC304039

Shaping the Culture: Organizational Development through Team Building.

Yeager, James F.
1994
136p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum developed and implemented an organization development plan to improve agency and team effectiveness and staff satisfaction at a private agency that provides educational and treatment services to children with emotional, mental, or behavioral disorders. An extensive literature review on organizational development was conducted and resulted in a model for team building that included components which addressed theoretical bases, major purposes, process, and implications for managers. An organizational diagnosis was conducted, using an instrument that evaluated indicators of excellent organizations from the viewpoint of its members and also using in-depth structured interviews with staff and board members. A total of 12 teams (about 120 individuals) was formed at two institutional campuses and two group homes. Each team attended a retreat at a conference site for 1 evening and 2 days, during which team building was selected as the organizational development strategy of choice. Subsequently, team building sessions were conducted. A decreased staff turnover rate, improved organizational productivity, and increased level of employee satisfaction were observed following the intervention, as well as increased post-test scores on the indicators measure. Appendices include the structured interview questions, the team building survey and forms, the team building process overview and interview questions, and analysis of results. (Contains 105 references.) (DB)

Descriptors: *Behavior Disorders; *Emotional Disturbances; Group Dynamics; Job Satisfaction; Labor Turnover; *Organizational Development; *Residential Programs; Self Evaluation (Groups); *Staff Development; *Team Training; Teamwork; Workshops

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DIALOG(R)File 1:ERIC
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ED384187 EC304027

The Implementation of a Video-Enhanced Aikido-Based School Violence Prevention Training Program To Reduce Disruptive and Assaultive Behaviors among Severely Emotionally Disturbed Adolescents.

Edelman, Andrew J.
1994
57p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

The martial art of Aikido was used as an intervention with 15 middle and high school students with severe emotional disturbances in an alternative educational setting. Students with an extensive history of violently disruptive and assaultive behaviors were trained for 12 weeks in this nonviolent Japanese martial art in order to achieve the following outcomes: reduce disruptive classroom behaviors and verbally abusive and physically assaultive behaviors toward other students and staff members, and decrease the number of school-wide disciplinary referrals for violent behaviors. The training focused on peaceful conflict resolution, nonviolent self-defense, individual and group confrontation management, and autogenic relaxation training. Significant improvements were achieved in reducing violent behaviors during the training sessions, and these positive behaviors transferred into other classrooms. Parents and administrators also noted positive behaviors exhibited by student participants, including enhanced respect for authority and peers, improved conflict de-escalation skills, and enhanced feelings of confidence and self-worth. It was found that Aikido training can be implemented with a minimum of scheduling disruptions and financial expenditure. Appended is a 12-week behavioral summary chart. (Contains 46 references.) (SW)

Descriptors: *Aggression; *Behavior Change; *Behavior Problems; Conflict Resolution; Discipline Problems; *Emotional Disturbances; Intermediate Grades; Intervention; Middle Schools; *Physical Education; Prevention; *Relaxation Training ; Secondary Education; Verbal Abuse; Violence

Identifiers: *Aikido; Martial Arts

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DIALOG(R)File 1:ERIC
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ED384179 EC304018

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Creating a Public Domain Software Library To Increase Computer Access of Elementary Students with Learning Disabilities.
McInturff, Johanna R.
1995
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIENOV95

Information is provided on a practicum that addressed the lack of access to computer-aided instruction by elementary level students with learning disabilities, due to lack of diverse software, limited funding, and insufficient teacher training. The strategies to improve the amount of access time included: increasing the number of computer programs by creating a public domain software library, widening the variety of software, and providing teacher training to integrate software across the curriculum. Public domain software was obtained from online services, computer bulletin boards, and commercial vendors. Each program was previewed and classified by subject area (English, spelling, reading, social studies, science, and music) and by type (drill, application/strategy, entertainment, simulation, creativity, and utility). The service was publicized, and teachers were trained in procedural access. Students with learning disabilities reproduced the software, designed and printed labels, and maintained a dissemination policy. An increase in student self-esteem and social interactions was displayed. Computer access time increased as the number of programs increased. By supplying inexpensive, functional software to the teachers of children with learning disabilities for use in computer-aided instruction, individual student needs were addressed. Appendices include a Teacher Questionnaire for Computer Access, a list of seven vendors, and a list of the software acquired. (Contains 34 references.) (SW)

Descriptors: *Access to Information; *Computer Assisted Instruction; Computer Literacy; *Computer Software; Elementary Education; Information Services; *Inservice Teacher Education; *Learning Disabilities; *Library Collection Development; Program Development; Student Participation
Identifiers: *Public Domain Software

Record - 46

DIALOG(R)File 1:ERIC
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ED384178 EC304017
Improving Writing Skills in Speech-Language Pathology Graduate Students through a Clinical Writing Course.
Packer, Barbara
1995
54p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum sought to improve the clinical writing skills of speech-language pathology graduate students, through the development and implementation of a pilot course. The problem of poor or inadequate clinical report writing skills resulted in an excessive time lapse between client contact and receipt of a final clinical report documenting results and recommendations. Findings from the literature regarding problems in report writing were reviewed. A clinical writing course was then designed and implemented for 6[illegible] students. The course format utilized a combination of lecture, discussion, providing sample reports, critiquing clinical writing, microtheme strategies, and journal writing in order to bring about change in students' writing content and style. Goals included reduction in report turnaround time, fewer rewrites of clinical reports, and fewer supervisor notations for each initial report draft. Practicum results were positive, although projected outcomes were not met. It is recommended that a clinical writing course be offered for one semester as part of the master's program for speech-language pathology students and that a sample report book be made available for speech-language students. Appendices offer a course syllabus and examples of microtheme assignments. (Contains 28 references.) (SW)

Descriptors: Documentation; Graduate Study; Higher Education ; Masters Programs; Outcomes of Treatment; Professional Education; *Speech Language Pathology; *Speech Therapy; *Technical Writing; *Therapists; Writing Improvement; *Writing Instruction

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DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED384002 CS012166
The Development of an Inservice for Instructional Grouping in an Integrated Language Arts Classroom. Human Resource Development.
Ceaser, Lisbeth
Mar 1992
34p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

A developmental project was designed to improve the course of study for Reading Specialist Credential candidates at California Polytechnic State University in San Luis Obispo

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(Cal Poly). The project is an example of action research that systematically developed an inservice presentation for improvement of classroom instruction in language arts. Reading Specialist candidates reviewed the literature, developed evaluation criteria, designed an inservice outline, and implemented the program in a variety of school settings. The Reading Coordination of the University Center for Teacher Education at Cal Poly validated the development process and the inservice by including both in the course of study for "Education 531: Supervision of Reading." The results of the project showed that the systematic development of an inservice on instructional grouping for an integrated language arts program did improve the training course of study for reading specialist candidates at Cal Poly. Recommendations include the implementation of the development process and inservice outline in the "Reading Specialist Course of Study" at Cal Poly. (Contains 12 references. Appendixes present an evaluation form, a grouping inservice outline, and a grouping inservice evaluation form.) (Author/RS)

Descriptors: Action Research; Elementary Education; *Grouping (Instructional Purposes); Higher Education; *Inservice Teacher Education; *Instructional Improvement; Integrated Curriculum; *Language Arts; Reading Research; *Reading Teachers

Identifiers: California Polytechnic State University

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DIALOG(R)File 1:ERIC
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ED383971 CG026255

To Decrease the Negative Behavior of High School Students by Increasing Pro-Social Behavior.

Cabeza, Catherine
31 Jan 1995
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum was designed to reduce the instances of negative behavior exhibited by students in a special education setting. Various interventions were initiated and implemented, such as engaging students in conflict resolution workshops, involving student in extracurricular activities so as to help them use leisure time constructively, and encouraging them to write letters and keep journals. These implementations gave mixed results. The number of physical and verbal conflicts between students decreased in both the classroom and the lunch room; however, the students' covert negative behavior patterns remained constant and there was no marked improvement in self-esteem. Even so, some of the students displayed a sense of significance and capability that many of them had not experienced before. The most encouraging part of the implementation focused on a number of students who came to understand that they had control over the escalation or de-escalation of conflict, and these students willingness to employ positive techniques to resolve conflict. It was concluded that decreasing the negative behavior patterns of students would be more effective if conflict resolution workshops remained a permanent part of the curriculum, coupled with family involvement and support. (RJM)

Descriptors: Adolescents; *Aggression; Antisocial Behavior; *Behavior Change; Behavior Modification; *Conflict Resolution; High Schools; *High School Students; Hostility; Intervention; *Prosocial Behavior; Special Needs Students; *Student Behavior ; Violence; Youth Problems

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DIALOG(R)File 1:ERIC
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ED383970 CG026254

Increasing Latency Age Children's Sensitivity to Racial and Ethnic Differences through Enhancing their Awareness and Knowledge.

Lewis, Alvin D.
3 Jan 1995
67p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum addressed the needs of latency age children who were insensitive to racial and ethnic differences. These needs were met by designing and developing a Cultural Awareness Program, so as to increase latency age children's sensitivity to racial and ethnic differences. The program's focus was on helping the children gain an appreciation for cultural diversity and to reduce fights and physical altercations. The 90 participants were all residents in a treatment center and were of latency age, 7 to 12 years old. Many of the children came from severely dysfunctional families and had low self-esteem. Pre-tests and post-tests were administered. Records were also reviewed before and after intervention. The evaluation component included pre- and post-tests, class exams, and record data. Outcomes showed that fights were significantly reduced among the 85 participants who completed the program. Racial and ethnic slurs also decreased and participants developed a better appreciation of cultural diversity. Increased knowledge and awareness about racial and ethnic differences was a major factor in reducing fights. Most participants became more knowledgeable of the history of other racial/ethnic groups and could identify females who greatly influenced American society. Subsequently, children displayed greater harmony and respect for each other. (RJM)

(cont. next page)

Descriptors: *Aggression; *Children; Consciousness Raising; *Cultural Awareness; Education; Elementary Education; Ethnic Relations; *Intervention; Racial Attitudes; *Sensitivity Training; Violence
Identifiers: *Latency Age Children

Record - 50

DIALOG(R)File 1:ERIC

ED383969 CG026253
Reducing Verbal and Physically Abusive Behaviors of Ninth through Twelfth Grade Students through a Structured Support Group Process.
Gillum, Lloyd R., Jr.
10 Apr 1995
67p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum describes a method developed to address a high school problem involving grade 9-12 students who verbally and/or physically abused other students. In order to enable these students to interact appropriately, without abusive behaviors, a structured support group curriculum was written, the high school administrative staff and a co-facilitator were trained through in-service training, and a structured support group program to target students was facilitated. Although there was a decrease in disciplinary actions from fall 1993 to fall 1994, the goal of reducing by 25 percent the number of students referred for disciplinary infractions was not met. However, the expectation that by spring 1995 there would be an additional 25 percent reduction in the number of students referred for displaying verbally and physically abusive behaviors was met. Likewise, the goal of reducing the number of long-term suspensions or expulsions when compared to the number of suspended or expelled students during the 1993 school year was also achieved. It is argued that the combined solution of working with targeted students with one or more disciplinary infractions, and monitoring the student discipline progress through the high school assistant principal for discipline, resulted in improved student behaviors. (RJM)

Descriptors: Adolescents; *Aggression; Antisocial Behavior; *Behavior Change; High Schools; High School Students; Hostility; Intervention; *Social Support Groups; *Student Behavior; *Violence; Youth Problems

Record - 51

DIALOG(R)File 1:ERIC

ED383943 CG026057
Increasing the Awareness of Child and Youth Professionals in the AIDS Crisis.
Norris, Norman Dale
1994
170p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum was designed to increase the awareness and HIV/AIDS literacy of child and youth professionals in a school, agency or ministerial setting. Children and youth were not being provided with factually correct information because the adults had no formal instruction and/or HIV literacy training. Workshops were designed and materials prepared explaining and defining the role of child and youth professionals in the AIDS crisis. Additionally, plans were developed which present a holistic picture of the AIDS crisis and how to respond. Lessons/manuscripts were developed to be utilized collectively or singly to increase the HIV literacy of the professionals in the work setting. This information was also presented to various schools, agencies, churches, and a local medical school. Analysis of the data revealed that many child and youth professionals are grossly misinformed as to the modes of transmission of HIV, methods of preventing the spread, and the segments of the population which are most at risk. When prepared with factually correct information, the child and youth professionals can make appropriate decisions in their personal lives and can be prepared to make a difference in the lives of children and youth. Six tables and the survey instruments are included. Contains 43 references. (Author)

Descriptors: *Acquired Immune Deficiency Syndrome; *Attitudes; Elementary Secondary Education; *Health Education; Inservice Education; *Knowledge Level; *School Personnel; School Responsibility; Skill Development; Teacher Characteristics; Training Methods; Workshops

Record - 52

DIALOG(R)File 1:ERIC

ED383941 CG026055
Increasing the Awareness of Available Scholarship Opportunities for High School Seniors through a Strategic Public Relations Program.
Zalinsky, Sandra H. D.
1994
104p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC05 Plus Postage.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV95

This practicum was designed so that high school seniors would have the opportunity to apply for and receive scholarships to further their education. A strategic plan was organized to increase the awareness of the available scholarships, grants, and financial aid of high school seniors. Activities included: soliciting business donations; publishing and distributing a bimonthly scholarship newsletter; constructing a scholarship bulletin board and scholarship files; holding monthly meetings with the students of the senior class; holding parent conferences; and organizing a formal financial aid meeting with an expert in the field of financial aid. The culminating activity was a senior awards ceremony honoring those students who won or received scholarships throughout the school year. Analysis of the data revealed that 67 percent of those students who were furthering their education after high school did utilize the scholarship materials and information available to them by applying for one or more scholarships. Parents also benefited. This practicum met all expectations and outcomes. The scholarship office, files, and awards ceremony were all well received by students, teachers, parents, administrators, and the community. (Author)

Descriptors: College Applicants; *College Bound Students; Eligibility; High Schools; *High School Seniors; Information Dissemination; Outreach Programs; Parents; *Paying for College ; *Scholarships; Student Financial Aid

Record - 53

DIALOG(R)File 1:ERIC
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ED383598 SO024832

Enhancing Student Performance in the Social Studies through the Use of Multimedia Instructional Technology. A Practicum Report.

Weiner, Howard
Jun 1994
66p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

This report describes a social studies skills enhancement program developed and implemented to improve social studies performance in a public middle school (grades 6-8) in the southeastern United States. The targeted group consisted of four males and four females of mixed performance ability in a sixth grade class. The 12-week study focused on on improvement in: (1) vocabulary skills on a pre- and post-test; (2) use of a CD-ROM card catalog, retrieval system, encyclopedia, and word processing software/hardware as measured by a teacher-made pre- and post-Multimedia Instructional Technology Identification and Usage Skills Tests; and (3) critical thinking map skills on a pre- and post-test. The program contained various activities and strategies using multimedia instructional technology for the improvement of these skills. By comparing the results of pretests and posttest, the study's conclusions indicated that all of the program's objectives were met successfully. Appendices include assessment materials and analysis of assessment data. Eight appendices include tables showing pre- and post-test results and a vocabulary skills midpoint test. (EH)

Descriptors: *Computer Assisted Instruction; *Computers; Critical Thinking; Educational Media; Educational Technology; Intermediate Grades; Junior High Schools; Locational Skills (Social Studies); Middle Schools; *Multimedia Instruction; *Multimedia Materials

Record - 54

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED383497 RC020063

Preparing Teachers for Working with Children of Migrant Families: Building a Home-School Connection.

Bradford, Mary
1995
203p.; M.S. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

The East Coast Migrant Head Start Project serves a diverse population of approximately 7,400 migrant children and their families as they traverse the East Coast from Florida to Maine. These families live a unique lifestyle and come from varied backgrounds that differ from the dominant culture. To meet the project goals, new teachers as well as returning staff need information about the children and families they serve and must develop an understanding of the conditions that are a part of the migrant lifestyle. In addition, staff turnover is high due to the seasonal nature of the work. Based on review and analysis of the research literature and on classroom observations, a series of training workshops was developed to prepare teachers for working with children of migrant families. Training strategies focused on providing accurate information about migrant families and their lifestyle; how the teacher's own background, culture, and training influence classroom practices; effective ways to build home-school relationships; and how to incorporate multicultural and unbiased activities and materials into the

(cont. next page)

classroom environment. Several assessment tools were developed to gather information concerning teacher knowledge and practices, and to evaluate the training. The training took place at a Migrant Head Start Center in Bailey, North Carolina. Three administrators, three teachers, and one teacher aide participated in the 10 weekly training sessions, although administrator attendance was sporadic. Outcomes of the training and participant responses were favorable. Appendices include sample surveys, evaluations, training materials, and suggested resources. (KS)

Descriptors: Bias; *Cross Cultural Training; Cultural Background; Cultural Differences; *Culturally Relevant Education; *Day Care; *Family School Relationship; Migrant Education; *Migrants; Multicultural Education; Parent Participation; Preschool Education; *Teacher Education

Identifiers: *Project Head Start

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DIALOG(R)File 1:ERIC
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ED383466 PS023363

Enhancement of Early Childhood Professional Status as a Bridge to Positive Parent Perception and Respect for Early Childhood Educators.

Fields, Doreatha J.
1995
56p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

This practicum was designed to enhance the perception of the early childhood professional among parents of children at an on-site child development center in a medical center. A pattern was documented of negative communication and lack of respect for the goals and policies of the child care center. The practicum's goal was to replace the parental misconception of early childhood professionals as "baby-sitters" with an increased awareness of early childhood professionals as "educators." Three expected outcomes were articulated to evaluate the practicum by means of a survey. An awareness program was developed that included activities providing information and education regarding the role, significance, and necessity of early childhood education in the lives of young children. Networking and collaborative activities provided opportunities for parents to develop positive interaction with child care professionals. A child advocacy forum was held to increase collaboration among parents and teachers; and a media campaign provided visibility and education for the parents. A parent survey measured program effectiveness and parent perception. Survey data indicated there were increased positive perceptions of early childhood education and increased interaction and mutual respect between parents and educators. The survey form is included. (Contains 26 references.) (TM)

Descriptors: Attitude Change; *Attitude Measures; Change Strategies; Child Advocacy; Child Caregivers; Child Development Centers; Child Development Specialists; Day Care; *Day Care Centers; Early Childhood Education; *Parent Attitudes; Parents; Practicums

Identifiers: *Parent Caregiver Relationship

Record - 58

DIALOG(R)File 1:ERIC
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ED383412 PS023033

Improving Students' Social Interaction with Adults and Peers by Creating a Caring Community: Strategies for Resolving Conflict in the Elementary School.

Pryor, Lena Allegro
1994
115p.; Ed.D. Practicum, Nova Southeastern University. Contains filled print throughout.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

This practicum was designed to provide 237 elementary school students with strategies to improve their social interactions with adults and peers. The professional staff included 12 full-time teachers and 8 itinerant teachers who traveled to schools within the district. Workshops in conflict resolution strategies were presented for teachers to model and teach in the regular classroom. Peer mediation team were formed to patrol the playground in the effort to resolve conflicts before they escalated into verbal and/or physical confrontations, and media center materials were purchased to reinforce prosocial behaviors. Analysis of the evaluation data demonstrated that students' interactions with adults and peers improved, although teachers continued to express a need for conflict resolution techniques and strategies to teach and model in the classroom. Also, students utilized the prosocial materials from the media center. As indicated by the results, children proved that they could learn to solve their own problems, and that through peer mediation, they could resolve conflicts in a positive manner, thus avoiding the consequences of anger and violence. (Includes 44 references, the teacher's attitude survey, and peer survey of student's behaviors.) (Author/AA)

Descriptors: Classroom Techniques; Conflict; *Conflict Resolution; Elementary Education; Elementary School Students; Interpersonal Communication; *Interpersonal Relationship; Learning Resources Centers; Peer Groups; *Peer Influence; Peer

(cont. next page)

Relationship; Social Cognition; Student Attitudes; *Student Behavior; Student Problems; *Teacher Student Relationship; Teamwork
Identifiers: *Conflict Management; *Peer Mediation; Peer Supervision

Record - 57

DIALOG(R)File 1:ERIC

ED383411 PS023030
Improving School Climate by Using Conflict Resolution in Grades K-6.
McNulty, Bernadette L.
1994
116p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

A 12-week practicum was developed to improve school climate by using conflict resolution in grades K-6. Staff and students completed a poll designed to assess their concerns about the daily functioning of the school. The school's climate was discussed in light of how the student body reacted to the school setting, with emphasis on areas where supervision was not too obvious. Following the survey results, the focus shifts to a concentration on the areas of recess, playground, assemblies, and hallways. Rules in each of these areas received a new direction. Classes received instruction in how these areas would be addressed and what was expected of students. Careful supervision and analysis of the data allowed the researcher to adjust methodology and address problems as they arose. By the end of the 12 weeks, clear guidelines for acceptable behavior in the cafeteria, recess, hallway, and auditorium had been established. The students knew their limits and willingly accepted the imposed restrictions because they had been part of the rule-making process. (Fourteen appendices include the questionnaire for conflict resolution and the various checklists used. Contains 40 references.) (AA)

Descriptors: Change Strategies; Conflict; *Conflict Resolution; *Educational Environment; Elementary Education; Elementary School Students; *Interpersonal Communication; *Interpersonal Relationship; Multicultural Education; Peer Relationship; Practicums; Student Attitudes; *Student Behavior ; Student Problems; *Teacher Student Relationship; Teaching Methods
Identifiers: *Conflict Management

Record - 58

DIALOG(R)File 1:ERIC

ED383402 PS022507
A Parent Awareness Program for the Junior High School Setting with a Focus on Proactive Communication through a Political Empowerment of Parents.
Marchesani, Richard J.
1993
103p.; Ed.D. Practicum Report, Nova University. Some pages contain light, broken type.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

An 8-month practicum was developed to eliminate the communication gap experienced by parents moving from the multi-communicative atmosphere of the elementary school to the relatively incidental reporting environment of the junior high school. The practicum sought to increase home-school communication through parental awareness and involvement. An unexpected outcome was the intensity of teacher resistance to parental involvement, causing a shift in the practicum's focus from awareness to political involvement. Subjects were 72 parents of sixth- through ninth-grade students, and an unspecified number of teachers and students. Parents collaborated on publishing a newsletter, writing letters, and organizing educational forums to foster debate on issues of education specific to their children and the school environment. Increased parental involvement led to the establishment of school committees seeking to replace the junior high school with a middle school. Results of the practicum indicated that the solutions to many of the problems with the school were political, and that understanding the power base of both teachers and the union is a necessary precept to any parental action for improved home-school communication. (Ten appendices include questionnaires and post-program surveys, workshop handouts, a home-school relations checklist, and a letter from parents to the newspaper. Contains 26 references. (SM)

Descriptors: Change Strategies; Communication (Thought Transfer); Family School Relationship; Intermediate Grades; Junior High Schools; Middle Schools; Parent Attitudes; *Parent Participation; *Parent School Relationship; Politics of Education; Questionnaires; *Resistance to Change; Student Attitudes; *Teacher Attitudes

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DIALOG(R)File 1:ERIC

ED383397 JC950324
A Survey of Computer Use in Associate Degree Programs in Engineering Technology.

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Cunningham, Pearley
Jun 1995
58p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

As part of its annual program review process, the Department of Engineering Technology at the Community College of Allegheny County, in Pennsylvania, conducted a study of computer usage in community college engineering technology programs across the nation. Specifically, the study sought to determine the types of software, Internet access, average student to personal computer (PC) ratio, and computer language education available at each program. The study also determined if the program was accredited by the Accreditation Board for Engineering and Technology (ABET). Questionnaires were mailed to 103 Engineering Technology departments, receiving a response rate of 38.8% (n=40). Study results included the following: (1) 27 colleges had at least one ABET accredited program; (2) on average, respondents indicated that 28% of students owned PC's; (3) the 12 departments that had Macintoshes also had IBM-based PC's (IBM-PC's); (4) while 30% of students had access to Macintosh PC's, 95% of students had access to IBM-PC's; (5) colleges had an average full-time student/PC ratio of 4.3; (6) all but one school reported a course in the department to provide computer skills; (7) 59% of computers were networked; (8) 8 schools provided student Internet accounts, while 9 had no Internet connection at all; (9) the most frequently required languages were BASIC, Assembly, and C; and (10) the most popular programs included Autocad, WordPerfect, Mathcad, pSpice, Lotus, and Excel. Seven appendixes include the survey design guide, the computer use questionnaire and a list of schools contacted. (MAB)

Descriptors: Community Colleges; *Computer Assisted Design; Computer Centers; *Computer Networks; *Computer Software; *Computer Uses in Education; *Engineering Education; Programming Languages; Technical Education; Two Year Colleges; Use Studies
Identifiers: Internet

Record - 60

DIALOG(R)File 1:ERIC

ED383394 JC950320

60

Development of a Process To Review and Revise the Mission, Goals, and Institutional Objectives of North Arkansas Community/Technical College.

Stockton, James J.
Apr 1995
79p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

North Arkansas Community/Technical College (NACTC) was formed in July 1993 by the consolidation of a community and technical college in the community of Harrison, Arkansas, but used the mission statement, goals, and institutional objectives developed by the community college. A project was undertaken to develop a process for reviewing and revising NACTC's mission statement, goals, and institutional objectives, focusing on the type of process that should be developed and the activities and participants to be included in the process. Sources of data included a review of the literature, input from a committee formed to discuss issues and practical requirements, and sample processes obtained from their colleges. The first draft of the process was completed March 2, 1995 and distributed to a summative evaluation committee for revisions. Copies of the final draft were presented to the NACTC president. The process developed included environmental scanning activities; a campus-wide planning process; provisions for community input and evaluation of the process; and the opportunity for other planning documents, such as vision or values statements, to be considered during the development of mission, goals, and institutional objectives. (Contains 33 references.) (Appendixes include criteria used in developing the planning process, information on members of formative and summative evaluation committees formed for the project, and the final planning process.) (KP)

Descriptors: *College Planning; Community Colleges; Community Involvement; Environmental Scanning; *Institutional Mission; Mission Statements; *Organizational Development; *Organizational Objectives; Program Evaluation; Two Year Colleges
Identifiers: North Arkansas Community Technical College

Record - 61

DIALOG(R)File 1:ERIC

ED383393 JC950319

Development of an Orientation Manual for the North Arkansas Community/Technical College Foundation Board of Directors.

Stockton, James J.
Apr 1995
89p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

In an effort to provide new members of the North Arkansas Community/Technical College (NACTC) Foundation Board with 61

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college- and foundation-related information needed to carry out their duties, a project was undertaken to develop a board orientation manual. To determine what information should be included in the manual and how it should be organized, a literature review was conducted, focusing on the rationale for private support, the role of volunteers in development activities, the information needed by volunteers, and concepts of handbook development. From this review, it was determined that the manual should provide information on the following areas: (1) the foundation's mission and bylaws; (2) the college's organization, mission, and goals; (3) the role of foundation board members and explanations of committee assignments; (4) the role of the executive director and foundation staff; (5) programs, awards, and events sponsored by the foundation; (6) foundation finances; (7) a schedule of board meetings; and (8) a list of foundation members. The first draft of the manual was completed in February 1995 and mailed to members of a summative evaluation committee formed at NACTC for suggestions and revision. It was determined that the manual be produced in-house. (Contains 22 references.) (Appendixes provide manual criteria; information on members of formative and summative evaluation committees formed for the project; and the final orientation manual.) (KP)

Descriptors: Board Administrator Relationship; Community Colleges; *Content Analysis; Fund Raising; *Information Needs; *Material Development; Organizational Development; *Orientation Materials; *Philanthropic Foundations; Two Year Colleges

Identifiers: *Board Member Responsibility; North Arkansas Community Technical College; Volunteers in Education

Record - 62

DIALOG(R)File 1:ERIC
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ED383224 FL023070

Improving the Oral Language Skills of the Arabic-as-a-Second-Language Student by Introducing Dialectal Vocabulary, Minimizing Introduction of Other Language Skills, Reducing Corrections during the Uttering Process, Avoiding Excessive Grammar, and Consideration of the Student's Culture.

Tahrawi, Khalil A.
1995
64p.; Ed.D. Practicum, NOVA Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEOCT95

The practicum reported was designed to improve listening and speaking skills of 30 (grades 7-11) learners of Arabic as a second language. The teacher/researcher used these classroom instructional strategies: introducing carefully selected dialectal vocabulary and language forms; concentrating only on oral skills; avoiding heavy introduction of other language skills; reducing teacher correction during utterances; easing of pronunciation requirements, especially for vowels at word end; and de-emphasizing grammar. Analysis of student performance revealed improved oral skills when the skills are introduced intensively at the beginning of the language learning process and without interference of other language skills. It was also found that students preferred to spend more time listening and speaking than reading and writing. It is suggested that speaking the language changes student attitudes toward the Arabic instruction and may lead to improvements in reading and writing skills. It was also found that using Modern Standard Arabic can minimize confusion and frustration of students of different cultural backgrounds. Contains 16 references. (Author/MSE)

Descriptors: *Arabic; Classroom Techniques; Cultural Context; Dialects; Educational Strategies; *Error Correction; *Grammar; Listening Skills; *Oral Language; Secondary Education; Second Language Instruction; *Second Languages; Skill Development; Speech Skills; Standard Spoken Usage; Uncommonly Taught Languages; *Vocabulary Development

Record - 63

DIALOG(R)File 1:ERIC
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ED383220 FL023065

Increasing General Science Achievement for Spanish Immersion Students through an Integrated Educational Approach.

Zuluaga, Fabio Eliecer Gomez
1994
104p.; Ed.D. Practicum, NOVA Southeastern University. Appendix E contains some small type.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEOCT95

The main goal of this practicum was to increase general science achievement and improve acquisition of Spanish as a second language in a group of 21 sixth-grade Spanish immersion students. The students were having some difficulty with Spanish learning due to lack of Spanish science vocabulary, lack of appropriate science materials accommodating the differing levels of Spanish proficiency, and complexity of grammatical structures used in some Spanish science textbooks. Based on these needs, the researcher developed a concept-based science workbook in Spanish to address the academic, cultural, and linguistic variation in the students. The workbook contains six units, each divided into three sections corresponding to stages in the learning cycle theory: vocabulary; main ideas; and concept application. The report describes the practicum's context, problem, anticipated outcomes and evaluation instruments, solution strategy, and results and recommendations. The results indicate that the

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students increased their science vocabulary to a level at which they could understand important general science concepts, facilitated by meaningful and well-coordinated science experiences and projects. Appended materials include data on student achievement, data on science concept instruction difficulties, and a natural science test in Spanish. The workbook itself is not included. Contains 34 references. (MSE)

Descriptors: Achievement Gains; Grade 6; Grammar; *Immersion Programs; Instructional Effectiveness; Instructional Improvement; Instructional Materials; Intermediate Grades; Language Role; Language Tests; Language Usage; Media Selection ; *Science Instruction; *Second Language Programs; Second Languages; *Spanish; *Teacher Developed Materials; *Vocabulary Development

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DIALOG(R)File 1:ERIC
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ED382895 CG026219

Surveying Residential Treatment Centers, Client, and Family Involvement in Permanency Planning and Examining Alternatives To Increase Involvement.

Vitko, James
1994
108p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

Residential/group child care in the United States was established more than a century ago with permanency planning emerging in the 1970's. Even though there are many beneficial reasons to promote and participate in permanency planning, participation has often been difficult in a rural state. This paper describes a residential child care provider's efforts to increase family based services. Project data determined residential child care providers, youth in care, and family participation in permanency planning meetings within North Dakota. Results indicated residential child care providers and children in care participated in 30% of all permanency planning meetings in the state. Permanency planning meetings were attended primarily when they were conducted within a 30 mile radius of the agency. Factors affecting provider participation at permanency planning meetings included: time management; conflicting responsibilities; distance; lack of sufficient notification; and costs and expenses. As a result of the findings, a proposal was made for using conference calling as a way of increasing the provider participation in permanency planning meetings. Although face-to-face participation is desirable, conference calling could alleviate many of the factors affecting participation. (JE)

Descriptors: Caseworkers; *Child Welfare; *Coordination; Foster Care; Group Homes; *Meetings; *Parent Participation; Proximity; *Social Services; Social Work; Teleconferencing

Identifiers: *Child Placement; Family Preservation Services; North Dakota; *Permanency Planning (Foster Care)

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DIALOG(R)File 1:ERIC
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ED382891 CG026211

Development of a Working Model for a Private Foster Care Agency To Facilitate Planning Considerations Associated with Archetypical Cases Involving an Incarcerated Parent.

Mathias, Scott A.
1994
97p.; Master's Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

Foster care cases involving an incarcerated parent can present unique challenges in planning and case management for caseworkers. Incarcerated parents are expected to maintain communication and contact with their children and caseworkers in order to prevent termination of their parental rights. Agency caseworkers are often not trained to navigate the obstacles to case management associated with an incarcerated parent. This paper presents a working model derived from the suggestions of agency caseworkers and of current literature to act as a reference and training tool for agency workers. A survey checklist composed of prominent suggestions from the working model is appended. The checklist was used to assess the number of suggestions used by the caseworkers who worked with such cases prior to and after the administration of the working model. Overall, there were more suggestions reportedly being used by caseworkers on the second administration of the survey checklist. Although only slight increases in the number of suggestions used in case management were noted in this project, the working model has promising potential for use as a training tool for case workers who have had relatively little experience working with foster care cases involving an incarcerated parent. (Author/JE)

Descriptors: *Caseworkers; Check Lists; Counseling; *Foster Care; Foster Children; Guidelines; Parent Rights; *Prisoners; *Social Work; Social Workers

Identifiers: *Case Management; *Incarcerated Parents; Individualized Service Plans

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65

ED382833 CE068960

A Plan for the Use of Distance Education Delivery Systems Options To Link Culinary Programs at Johnson and Wales University.

VanLandingham, Paul
Jun 1993
124p.; Applied doctoral Research Project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT95

Johnson and Wales University (J&W) found a need to deliver a culinary curriculum at the branch campuses (located in Charleston, South Carolina; Norfolk, Virginia; North Miami, Florida; and St. Maarten, Netherland Antilles) equivalent to that offered at the Providence (Rhode Island) campus. A research project studied what delivery system options were available, what the best option for J&W was, how J&W could use distance education to meet the university's needs, and how a distance education option could be introduced to administration. Data collection involved the following methods: a literature review; attendance at workshops and conferences to identify various options available; consultations and interviews with experts in distance education; viewing existing programs; internal consultations with faculty and administration to determine perceived needs; communications with vendors; plan development; and presentation to the university planning committee. A questionnaire was distributed and collected at the conclusion of the presentation; results were used to make revisions to the implementation strategy. A copy of the completed plan for the use of distance education delivery systems was submitted to J&W's president. The plan linked all branch campuses of J&W. The recommendation was to implement a two-way interactive television system that would link all branch campuses. (Appendixes include a 101-item bibliography, questionnaire, the plan presented to the president, and cost factors for compressed video and satellite broadcasting.) (YLB)

Descriptors: *Delivery Systems; *Distance Education; Educational Innovation; Educational Research; Feasibility Studies; Food Service; *Foods Instruction; Higher Education; *Interactive Television; Needs Assessment; Occupational Home Economics

Identifiers: Johnson and Wales University RI

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DIALOG(R)File 1:ERIC
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ED382561 SO025098

Development and Implementation of a Discipline Based Art Education Staff Development Program for Elementary Art Teachers.

Herbert, Deborah A.
Jun 1994
159p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This program was developed and implemented to identify, inservice and coach elementary art teachers who did not have pre or post graduate discipline based art education (DBAE) training. The reason this training was important is because the district has written and adopted a kindergarten through twelfth grade DBAE art curriculum. The objectives for this program were for all the teachers in the target group to successfully complete a full day inservice training session; and improve their classroom environment by the increased use of art prints and critical thinking skill questioning strategies. Teachers and their students also viewed a DBAE instructional video created by the writer in order to observe and practice DBAE teaching strategies. All participants were observed teaching an original DBAE lesson. All the program objectives were met with five of the seven target group teachers improving dramatically in all areas. The two remaining target group teachers also showed marked improvement. Appendices include DBAE Observation forms, DBAE student and teacher artwork, and a DBAE activities page and surveys. (Author)

Descriptors: *Art Education; *Discipline Based Art Education ; Elementary Education; *Inservice Teacher Education; Staff Development

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DIALOG(R)File 1:ERIC
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ED382405 PS023318

Increasing Prevention of School Failure by Early Intervention for School Success of At-Risk Students Kindergarten through Grade Three.

Rogers, Marilyn R.
1993
182p.; Ed.D. Practicum Report, Nova University.
Report No.: TAC-B-437
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

A practicum project implemented a developmentally appropriate intervention to increase school success for at-risk children in kindergarten through grade 3. Two corollary aims of the project were to determine the causes of at-risk status before retention or school failure occurs, and

(cont. next page)

to involve parents in their children's educational process. An extended-day early intervention program (after school) 2 days per week for 1 hour per day was implemented to help Chapter 1 students experience success in language arts. Eight home-school partnership workshops in English and Spanish were provided to the parents of all students. In addition, there was a 2-week program of daily parent involvement that included a home-school lending library. Results of student skills tests and pre- and post-program surveys indicated that the parent involvement program was the most successful part of the practicum. Although the at-risk students did show gains, the gains were not as expected. (Six appendixes include questionnaires, parent letter, extended day student survey, and early intervention for school success continuum.) (HTH)

Descriptors: *Academic Achievement; After School Programs; *High Risk Students; *Intervention; *Language Arts; Parent Participation; Parent Workshops; Practicums; *Primary Education; Program Effectiveness; Spanish Speaking; *Student Improvement

Identifiers: Developmentally Appropriate Programs

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DIALOG(R)File 1:ERIC
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ED382393 PS023296

The Use of the NAEYC Accreditation Self-Study Criteria in the Expansion and Revision of a Staff Handbook.

Smith, Matilda P.
1994
58p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum paper describes the use of National Association for the Education of Young Children (NAEYC) accreditation self-study criteria in the expansion and revision of a staff handbook for a Florida preschool. The existing staff handbook and staff training programs were found to provide inadequate information on school health and safety procedures, employee benefit policies, and standard ethical practices expected from early childhood professionals. To address these deficiencies, a series of inservice training sessions were held to increase staff awareness in the three areas. Small group activities were used to involve the staff in solving hypothetical health and safety problems and ethical dilemmas. Employee benefits were explained in a separate inservice session. Documents drafted from the joint participation of administration and staff were included in an expanded and improved staff handbook. Post-training results from staff surveys and questionnaires indicated a substantial increase in staff awareness of health and safety procedures, employee benefit policies, and standard ethical practices. Thirteen appendices contain copies of various handouts used in the training sessions, staff questionnaires, and questionnaire results. (Contains 16 references.) (MDM)

Descriptors: Child Health; Educational Attitudes; Ethics; Evaluation Criteria; *Faculty Handbooks; Fringe Benefits; *Inservice Teacher Education; Preschool Education; Program Improvement; School Safety; *Teacher Attitudes

Identifiers: National Association Educ of Young Children

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DIALOG(R)File 1:ERIC
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ED382386 PS023281

Multicultural Education: Raising Cultural Awareness and Reducing Prejudice among a Middle School Population.

Bernier, Christopher S.
Jan 1995
113p.; Master's Practicum, Nova Southeastern University. Some graphs will not produce well.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEACHING GUIDE (052); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95
Target Audience: Teachers; Administrators; Counselors; Practitioners

Two strategies were tried to address the need for a multicultural education program to increase cultural awareness and reduce prejudice among a target population of 1,500 students in a middle school setting that was 84 percent white. One strategy included human relations training of 50 students, who formed a Cultural Awareness Group within the target population. The second strategy was the creation and introduction of a multicultural curriculum in the Interdisciplinary Middle School Program for Advisement, Counseling, and Teaming (IMPACT) classes. All program objectives were met, with the target group's cultural awareness increased and their prejudice decreased. Appendices include a 12-session IMPACT curriculum, a school needs assessment, statistical information relating to the objectives, and copies of various memos necessary for the successful completion of the project. (Author/DR)

Descriptors: *Bias; *Cultural Awareness; Curriculum Development; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; *Multicultural Education; Practicums

Identifiers: *Middle School Students; Multicultural Materials

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DIALOG(R)File 1:ERIC
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ED382368 PS023247
Increasing Parents' Child Development Knowledge and Use of Effective Discipline.
Handforth, K. Clare
1994
88p.; Master's Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

Interviews with professionals, a literature search, and a parent survey indicated that parents of toddlers had a need for knowledge about child development. This lack of knowledge was believed to be one factor in the reported use of non-effective discipline techniques, with the linking factor identified as unrealistic expectations For this practicum project a parent program consisting of 10 weekly sessions covering child development, self-esteem, play, and discipline techniques was designed and implemented. Eleven parents, all part of two-parent families, completed all the sessions. The program included optional supports in the form of a "warm line"--a telephone line parents could call with questions or concerns--and home visits. A book display was included and related to the topic of the particular session. Results of pre- and post-test surveys and reaction sheets indicated that the sessions increased parents' knowledge about child development. Parents reported perceived feelings of increase in comfort and confidence as well as perceived increase in skill levels. Participants also indicated increased use of effective discipline techniques and a decreased use of 7 out of 12 non-effective discipline techniques or punishments. All parents reported that they found the program useful. (Four appendices include the interview questions for local professionals, pretest-posttest survey, reaction sheet, and calendar plan.) Contains 22 references. (Author/HTH)

Descriptors: Change Strategies; *Child Development; *Discipline; Family Programs; Parent Attitudes; *Parent Child Relationship; *Parent Education; *Parenting Skills; Play; Practicums; Self Esteem
Identifiers: Family Support

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DIALOG(R)File 1:ERIC
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ED382344 PS023170
A Team Strategy To Guide Parents by Clarifying Roles and Responsibilities of Parent Cooperative Preschool Team Members.
Slabaugh, Janyne
1994
132p.; M.S. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum project defined the roles and responsibilities of parent cooperative preschool team members to help parents identify who was responsible for different functions in the co-op preschool. A 10-week intervention strategy was implemented to provide information and support to parents during the first 2 months of the school year. Strategies included development and use of a roles-responsibility survey, three orientation training sessions, and three feedback systems including supervision. The project introduced awareness of roles-responsibilities in a parent co-operative preschool, a format to address them, and a process to continue support. Evaluation results indicated that the project encouraged the class team members--including teacher, parent instructor, and parent coordinator--in their awareness and agreement of roles-responsibilities operating in the class. (Six appendices include the questionnaire, surveys, parent letters, survey results, a calendar for implementation, and samples of training materials. Contains 67 references.) (AP)

Descriptors: *Cooperative Education; Parent Participation; *Parent Responsibility; Parent Role; Practicums; Preschool Education; *Role Perception
Identifiers: *Cooperative Preschools; *Role Ambiguity

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DIALOG(R)File 1:ERIC
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ED382311 PS022943
Improving Awareness of Youth and Family Issues through a Public Access, Cable Television Program.
Howze, Kate
1993
107p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

A practicum project was designed to improve awareness among county residents of the needs of the county's children and families generally, and of the work of county board governing a taxing district for children's services,

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specifically. The objective of the project was to alleviate misunderstanding about the nature of and the need for the Board's work at a time when a "no new taxes" attitude prevailed. The project developed and produced for cable television broadcast a public/government access television program that featured the work of the Board through discussion of issues related to children and families. The program was aired three times daily by the county government access channel, and twice weekly by the cable company that helped produce it and by the other major cable company serving the county. Results of audience estimates and pre- and post-broadcast surveys indicated that the cable television show reached a larger proportion of county residents than the Board alone could reach, that the show permitted in-depth discussion of issues over a sustained period of time, that it allowed the Board to maintain control of the intended message, and that the program increased dramatically the number of times the Board was mentioned in the media. Although there was an improvement in measures of changed awareness among the evaluation group, the change was not as great as anticipated. The survey instrument is appended. (Author/HTH)

Descriptors: *Attitude Change; *Cable Television; Child Welfare; *Community Programs; Counties; Local Government; Practicums; *Programming (Broadcast); Public Opinion; Public Support; Social Services; *Tax Allocation

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DIALOG(R)File 1:ERIC
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ED382223 IR055518

Enhancing the Management of a High School's Non-Print Media Collection through a Computer Databased Bibliographic Cataloging System.

Fischer, David L.
1995
130p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

Through the development and use of a computer databased bibliographic cataloging system, this practicum aimed to improve the organization and management of the non-print media collections housed in a Native American Indian reservation's high school language arts department and library in order for the teaching staff to gain better access to the collections' supplemental material that supports the English-as-a-Second-Language (ESL) program for the school's Limited English Proficient (LEP) students. A team of educators constructed the database from a commercial software package that cataloged the bibliographic information of non-print collections, designed the database screen, utilized 10 entry fields, and cataloged 1,528 titles. A training session was conducted with the teaching staff to demonstrate the database and to instruct on accessing techniques. Workshop materials were written and distributed. At the end of the implementation process, an analysis of pre- and post-survey results revealed that the high school instructional staff found the non-print media collections more organized and accessible. Staff perceived themselves as deriving greater use from their instructional efforts, and the collections were meeting their instructional needs at a greater level. Four tables, five figures and a diagram illustrate the database and findings. Twelve appendices provide survey instruments, workshop booklet, samples of the printed copy of the book catalog and thesaurus of descriptors, and the procedure manual. (Contains 56 references.) (Author/MAS)

Descriptors: *Access to Information; American Indian Reservations; *Bibliographic Databases; Bibliographic Records; Cataloging; English (Second Language); High Schools; *Language Arts; *Library Collections; Limited English Speaking; *Nonprint Media; Pretests Posttests; *School Libraries; Teachers; Teamwork

Identifiers: *Database Development; Native Americans

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DIALOG(R)File 1:ERIC
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ED382190 IR017132

Training Preservice Teachers in Applying Computer Technology to Lesson Planning as a Component of the Elementary School Methods Curriculum.

McCormack, Virginia
1995
67p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum was designed to expand the preservice teacher's ability to understand and demonstrate the use of computers and new technologies in elementary school lesson planning. Teachers were expected to focus on acquiring skills to operate a computer, computer applications, and other technological resources as tools for learning and instructional practice during a 12-week period. Pre- and post-implementation questionnaires were administered to test teacher attitudes on recognizing, valuing and believing in the advantages of technology in the elementary classroom, especially in future lesson planning. A checklist of word processing skills was used to measure actual achievement. Questionnaire results showed that all participating preservice teachers valued and recognized technology use. Outcomes also

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revealed that all teachers were able to demonstrate their abilities in word processing and multimedia design in lesson planning. An analysis of data from the practicum indicated that with basic word processing, multimedia skills, and a hands-on approach, technology can be integrated with lesson planning. Data is illustrated in four tables. Appendices include: teacher questionnaires, word processing skills and multimedia knowledge checklists, and lesson plan checklists. Contains 40 references. (MAS)

Descriptors: Computer Uses in Education; *Educational Technology; Elementary Education; *Integrated Activities; Lesson Plans; *Multimedia Instruction; *Preservice Teacher Education; Pretests Posttests; Questionnaires; Teacher Attitudes; *Word Processing

Identifiers: *Preservice Teachers

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DIALOG(R)File 1:ERIC
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ED382189 IR017131
Technology as an Academic Tool in a Rural High School.
Curran, Jean A.
1995
59p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIESEP95

This practicum was designed to train inexperienced teachers in the basics of computer technology, multimedia, authoring, and networking. The goals were to enable teachers with access to computers in the educational setting for the first time to utilize this technology as an instructional strategy and as a management tool. Six teachers were selected, four with classroom computer mini labs, two without, to meet in six weekly sessions to participate in training. Training took place on both Macintosh and IBM platforms. Each teacher included computer technology in a unit of instruction and began to use computers for management purposes. Analysis of the resulting data showed that all objectives were achieved, and all six teachers are actively working with technology. The training sessions attracted the attention of administrators and fellow teachers who are exploring ways to begin using technology. Appendices provide technology skills inventory and evaluation of unit of instruction forms and an outline of the 6-week training program. (Contains 34 references.) (Author/AEF)

Descriptors: *Computer Literacy; Computer Networks; *Computer Uses in Education; High Schools; Multimedia Materials; Programming; *Rural Schools; *Skill Development; *Teacher Education; Teaching Methods

Identifiers: *Technology Based Instruction; Technology Utilization

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DIALOG(R)File 1:ERIC
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ED382165 IR017096
Technology Integration into Secondary Experiential/Internship Education Professional Development Curriculum.
Black, Mary C.
1995
109p.; Practicum I Report, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum addresses the finding that college-bound high school experiential/internship students who pursued stringent secondary education programs often did not have the opportunity to participate in technology literacy elective courses, and therefore did not possess the minimal technology skills necessary for success in post-secondary education or the professional workforce. A technology development professional development curriculum was designed to increase competency in: (1) word processing skills; (2) database entry and manipulation; (3) spreadsheet entry and manipulation; (4) desktop publishing; (5) graphic development and manipulation; and (6) audio-visual recording and manipulation. The curriculum design involved the requirement that students use technology in order to complete internship-related assignments; use of lesson plans with reflective activities which introduced technological concepts; the development of activities which were relevant to students' lives and internship experiences which could be illustrated and analyzed with integrated software applications; and engagement in post-secondary media center research that enabled students to conduct on-line searches relating to the professional internship fields. Student competency evaluation consisted of students developing a portfolio exhibiting all technology products developed during the course, post tests measuring knowledge of technology terms and applications, completion of a comprehensive media center assignment, and exhibition of technology skills at the professional internship site as measured by sponsor feedback on student performance. Week-by-week documentation of the course is provided. Results showed that the implementation strategies greatly improved student competency, and that by regularly providing technology access to students, confidence levels were heightened. Fourteen appendices include many of the instruments utilized in the study. (Contains 15 references.) (MAS)

Descriptors: *Competence; Computer Literacy; *Computer Science Education; Curriculum Design; *Curriculum Development; Educational Development; Educational Strategies; *Experiential Learning; *Internship Programs; Learning Resources Centers;

(cont. next page)

Secondary Education
Identifiers: Technology Integration

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DIALOG(R)File 1:ERIC
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ED382164 IR017095
Improving Computer and Technology Integration in a School Setting.
Amico, Jennifer Z.
1995
56p.; Practicum I Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

An inservice program was designed to improve the integration of computer technology in a school setting through improved teacher awareness, skills, and knowledge surrounding technology uses in both a classroom and lab setting. Goals included improved teacher literacy, student literacy, and curriculum integration. Outcomes were measured through a staff questionnaire evaluating changes in use and attitudes concerning computer technology integration, an examination of problem lists in computer labs for type and frequency of problems encountered while running the equipment, and a review of checklists for progress made on skills listed for students. To increase staff literacy, an inservice program utilizing present software, hardware, and their applications in the classroom was presented. Software training and demonstrations were offered according to appropriate grade level, interests, and skills. Student literacy was addressed by the development and planned initiation of a checklist of grade appropriate skills in the use of technology. Results show that teachers reported positive growth in attitude concerning the use of computer technology in the educational setting. Workshops which focused on the various age groupings served to expand the understanding of that particular group of students and the specific concerns of the teachers involved. Five appendices are entitled: "Survey of Technology Use"; "Survey of Teacher Need"; "Technology Inservice Evaluation"; "Sample Checklist of Computer Skills"; and "Student Survey of Computer Use." (Contains 24 references.) (MAS)

Descriptors: Competence; *Computer Literacy; *Computer Science Education; Computer Uses in Education; Curriculum Development; Elementary Secondary Education; Faculty Development; *Inservice Teacher Education; *Teacher Attitudes; *Teacher Workshops
Identifiers: *Technology Integration

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DIALOG(R)File 1:ERIC
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ED382163 IR017094
Using Technology To Enhance Student Learning Outcomes.
Cain, Lu
1995
52p.; Practicum I Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum was designed to increase the use of computer technologies, which would enhance student learning outcomes. The primary goal was to improve the language arts skills of third, fourth, and fifth grade students by using specific software and related activities. A secondary goal was to raise teachers' computer comfort levels and skills. With the help of classroom teachers, software was selected and units of study were incorporated with the selected software. Software training sessions were conducted with teachers prior to using the software with their students. Teachers were also assisted in conducting computer lab sessions in which students published their writing. Positive results were perceived from the 12-week implementation. Teachers gained expertise and confidence in using computers. Students independently chose to access academic software programs, and the number of lesson plans including computer software as an instructional resource rose from less than 3% to more than 24%. Five expected outcomes are listed, all of which were met or exceeded through this practicum. Data is presented in seven tables. (Contains 19 references.) (MAS)

Descriptors: *Computer Assisted Instruction; *Computer Software; *Computer Uses in Education; Courseware; Educational Resources; *Educational Technology; Elementary Education; Grade 3; Grade 4; Grade 5; Laboratories; *Language Arts; Lesson Plans; Teacher Attitudes; Teaching Methods

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DIALOG(R)File 1:ERIC
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ED381969 EC303916
Increasing Behaviorally Descriptive Language When Documenting Critical Incidents through Training of Line-Staff and Supervision.
Stauder, Maureen C.
1994
63p.; Master's Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.

(cont. next page)

Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This paper introduces a strategy for increasing the use of behaviorally descriptive language by child care workers in an intensive residential treatment unit. The project's broader goal was to improve behavioral diagnosis and documentation of critical incidents. Critical incidents were commonly documented using inappropriate slang and jargon terms in place of informative, behaviorally descriptive language. A 6-hour training session was conducted with child care workers (N=20) and their supervisors (N=2), including a didactic presentation, role playing exercises, and a post-test. Intensive follow-up services included content analysis of critical incidents and weekly meetings with child care supervisors. The use of behaviorally descriptive language was found to have increased substantially at the conclusion of the 10-week program implementation period, and staff were found to use descriptive language more effectively when completing critical incidents reports. Appendices contain a project implementation plan, a training outline, a post-test, and reporting forms. (Contains 12 references.) (Author/PB)

Descriptors: Adolescents; *Behavior Problems; Child Caregivers; Children; *Critical Incidents Method; Documentation; *Emotional Disturbances; *Reports; Residential Care; Residential Institutions; *Staff Development; Supervision; *Training; Vocabulary

Identifiers: *Behavior Descriptions

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DIALOG(R)File 1:ERIC
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ED381968 EC303915

Teaching a Model of Social Skills Training to Child Care Workers at a Group Home for Adolescents, for Improvement of Treatment Planning.

Gramling, Lyle T.
1994
85p.; Master's Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum study implemented a training program in the teaching of social skills for 4 child care workers at a group home for 12 adolescents having moderate to severe emotional and behavioral problems. The inservice training program involved teaching concepts, techniques, and social skills terminology during the first four sessions, with training practice emphasized during the remaining 5 weeks of the practicum. During this period, child care workers developed and implemented two social skills training intervention plans. The training program emphasized proactive interventions to help youths build new strengths and develop more effective coping skills. Content analysis of daily log recordings indicated that the child care workers did improve their treatment planning skills with increased linkages between log recordings and youths' treatment plan goals and strategies. Appendices include the social skills training knowledge test and scores, the content analysis coding scheme and results, an outline of the practicum weekly implementation plan, and outlines of the inservice training plans. (Contains 34 references.) (DB)

Descriptors: Adolescents; *Behavior Disorders; *Child Caregivers; *Emotional Disturbances; Group Homes; Inservice Education; *Interpersonal Competence; *Intervention; Paraprofessional Personnel; Residential Programs; *Staff Development; Training Methods

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DIALOG(R)File 1:ERIC
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ED381956 EC303903

Improving the Communication Skills of Developmentally Disabled Students (Ages 14-22) through Parental/Family Involvement.

Pitcher, Harriet A.
1995
78p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum study was designed to improve the communication and social skills of 43 students (ages 14-22) with developmental disabilities by involving families in at-home treatment activities that reinforced and enhanced in-school and community-based speech/language therapy and by increasing attendance of parents at school meetings and functions. Intervention included development of individualized speech notebooks containing activities, lessons, and creative ideas designed to enhance communication skills across the curriculum, in the home, and in the community. Telephone conferences were held with each family and a talent fair was held to showcase students' communication skills. Results indicated greater attendance by parents at school functions, increased involvement by parents in individualized education program conferences, and increased collaboration of parents and teachers to develop school programs. Appendices include, among others, a family information and involvement survey, sample newsletters, and the talent show program. (Contains 37 references.) (DB)

Descriptors: *Communication Skills; *Developmental

(cont. next page)

Disabilities; Individualized Education Programs; *Parent Participation; Parents as Teachers; Parent Teacher Conferences ; *Parent Teacher Cooperation; Program Development; Program Effectiveness; Skill Development; Speech Language Pathology; *Speech Therapy

Record - 83

DIALOG(R)File 1:ERIC
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ED381792 CS214802
Using Portfolios To Complement the Whole Language Program in a Third Grade Classroom.
Shelton, Deborah
1995
103p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

A practicum was designed to create, implement, and evaluate a portfolio assessment system in a third grade classroom in a rural area of the southeastern United States, and to demonstrate to students, parents, and teachers the benefits of portfolios in complementing classroom instruction and evaluation. Standards, goals, and objectives for record keeping and evaluation of portfolio assessment were set; instructional writing units and activities were developed; students were trained in the writing process; each student was aided in preparing six working and one showcase portfolio; and students were encouraged to self-reflect and evaluate writing pieces, as well as collaborate with peers. Workshops were offered to parents and teachers to discuss the meaning of portfolio assessment, what composes a portfolio, and what criteria were used to judge progress. Analysis of the data indicated: (1) a greater awareness and understanding of portfolio assessment by the students, parents, and teachers; (2) an increased knowledge by the students of the writing process and the steps of prewriting, choosing a topic, and editing and proofreading when creating stories. (Contains 33 references and two tables of data. Appendixes present teacher and parent questionnaires, pre- and postsurvey instruments for inservice meetings, a student's showcase portfolio, a sample writing skills checklist, a teacher's final portfolio evaluation guide, and a seven-item list of resources for portfolio development.) (Author/RS)

Descriptors: Grade 3; Inservice Teacher Education; *Instructional Effectiveness; Parent Participation; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; *Student Evaluation; *Whole Language Approach; *Writing Instruction; Writing Processes

Identifiers: *Process Approach (Writing); United States (Southeast)

Record - 84

DIALOG(R)File 1:ERIC
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ED381791 CS214801
Improving Written Expression of Seventh Grade Mildly Intellectually Disabled Students Utilizing a Basal Reading Program, Journal Writing and Computer Applications.
Wimberly, Sabrenai R.
1994
53p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

A practicum was designed to increase mildly intellectually disabled students' written communication skills by demonstrating functional written expression skills in daily assignments and in social communication. A sequenced reading and language program with the integration of journal writing and computer applications was utilized. Seventh- and eighth-grade students with mild disabilities were provided a structured, language-rich environment in which to communicate. The instructor planned structured activities that involved reading, audiovisuals, current events, and cooperative activities along with a structured, daily writing program. Collaboration was an important aspect in that students were involved in many role playing and verbal rehearsal activities to increase conversation and writing skills. Writing to convey a message was emphasized initially and students were introduced to the function of words in sentences. Progress was monitored using holistic scoring methods. Review of the practicum outcomes revealed 7 out of 10 students were able to demonstrate functional written expression skills in journals and on daily assignments after a competent writer had modeled structure. Students interaction in cooperative activities provided an excellent platform for writing. Students displayed motivation to communicate. Appropriate use of mechanics was documented along with increases in spelled words, sentence length, and legibility. Reading and language instruction reinforced mechanics rules and built upon them. Increased success is predicted if more time is provided for the program. (Contains a figure and 23 references.) (Author/TB)

Descriptors: Communication (Thought Transfer); *Communication Skills; Computer Assisted Instruction; Cooperation; Grade 7; Journal Writing; Junior High Schools; *Junior High School Students; Language Arts; *Learning Disabilities; Middle Schools; Reading Difficulties; *Remedial Programs; *Remedial Reading; *Writing Improvement

Identifiers: *Middle School Students

Record - 85

DIALOG(R)File 1:ERIC
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ED381756 CS012112
Increasing Scripture Reading in a Religious Education Setting through Cooperative Efforts of Parents, Church Leaders, and Teachers.
Peterson, C. Mark
1995
65p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

Upon request from parents, students were released from a rural Rocky Mountains high school to take a class in religious education where they were encouraged to read at least one chapter of scripture each day. In addition to daily reading, students were encouraged to ponder what they read and apply it to their daily lives. According to the pre-practicum survey data, students had been in school 5 months. When asked how many of the 5 months they had read daily, 30% had not read daily any month. An additional 30% had read daily for three months or less. Only 25% of the students reported that they often or always pondered the scriptures as they read, and 35% of the students reported that they tried to apply what they read to their daily lives. A scripture reading program was organized where teachers, parents, and ecclesiastical leaders combined their efforts and encouraged the students to read, ponder, and apply the scriptures. Parents and ecclesiastical leaders were provided with motivational statements valuing scripture reading and a reading chart. In the post-practicum survey, 57% of the students reported that they had read daily for at least four of the five months they had been in school, an increase of 40% from the pre-practicum survey. Results also indicated very little change in the percentage of students who reported having pondered or applied the scriptures. (Contains 16 references and 13 tables of data. Appendixes present the church mission statement, student survey instrument, program descriptions, program charts and schedules, and sample certificates and stickers.) (RS)

Descriptors: Critical Reading; High Schools; Parent Participation; *Reading Habits; Released Time; *Religious Education; Student Motivation
Identifiers: *Bible Study; Mormons; *Reading Motivation; Reflective Reading Thinking Activities; Rocky Mountains

Record - 86

DIALOG(R)File 1:ERIC
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ED381755 CS012111
Improving Word Conceptualization of First Grade Low Achievers through the Use of Diverse Instructional Strategies.
Atkinson, S. Darlene
1995
64p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum was designed to provide low-achieving first graders with the opportunity to improve their concept of what a word is and motivate children to become more enthusiastic about the reading process. Cooperative learning, cross-age tutoring, and skill-oriented instruction were utilized in the classroom during the 3-month period to accomplish the practicum outcomes. Assessment tools and surveys were used in collecting data. Outcomes were accomplished successfully. Analysis of the data revealed that through the use of various strategies, the 10 children involved improved word conceptualization, positively changed their attitude toward reading and enhanced their self-esteem (Contains 34 references and four tables of data. Appendixes presents sample big book lessons and the attitude toward reading survey instrument.) (Author/RS)

Descriptors: Cooperative Learning; Cross Age Teaching; Grade 1; *Instructional Effectiveness; *Low Achievement; Primary Education; *Reading Attitudes; *Reading Improvement; Reading Skills; Self Esteem; *Student Motivation
Identifiers: *Reading Motivation; Word Knowledge

Record - 87

DIALOG(R)File 1:ERIC
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ED381754 CS012110
Developing and Implementing a Plan Involving Parents To Improve the Reading Interests of Middle School Students.
Folsom, Kathy
1994
74p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

A program was designed to improve the reading interests of students in a rural middle school. An analysis of the problem indicated that the students were not reading many library books. One of the probable causes for the lack of interest was related to the small amount of recreational reading done by students. A search of the literature reveale. that involving

(cont. next page)

parents in a reading program with their children was one of the best ways to improve reading achievement. Intervention included recruiting parents to enroll their children in a Reading Club. Parents who enrolled their children in the Reading Club agreed to read aloud to their children on a daily basis and to turn in simple reading logs to the teachers each month. As a reward for their parents' read aloud efforts, the children received a free book of their choice each month. The objectives were to improve the students' reading interests. Data used to evaluate the practicum intervention indicated that the reading interests improved. In addition, parents increased their involvement in the education of their children. (Contains 43 references and 10 tables of data. Appendixes present a reading log, enrollment form, and forms for teachers' notes and parents' participation.) (Author/RS)

Descriptors: Intermediate Grades; Junior High Schools; Middle Schools; •Parent Participation; Program Development; Program Implementation; •Reading Attitudes; •Reading Improvement; •Reading Interests; Reading Programs; Rural Schools

Identifiers: Middle School Students; •Reading Motivation

Record - 88

DIALOG(R)File 1:ERIC

ED381753 CS012109

Improving the Academic Achievement of High School Students through the Implementation of a Study Skills Program.

Berthiaume, Patricia
1995
45p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP95

This practicum was designed to enhance the academic achievement of high school students in English in a suburban community in southeastern New England. Through a 12-week program of study skills introduced in the English 9 collaborative classroom, the practicum aimed to enable students to recognize their best learning strategies. A pre- and post-survey were developed and administered, a teacher interview was conducted, report cards of participants were reviewed, assignment calendars were developed and distributed, curriculum in computer interventions were selected and presented, and study skills were presented. Analysis of the data revealed that: (1) five out of seven English Collaborative students earned a grade of C- or better; (2) six out of seven students passed in homework assignments on time; and (3) five students' report cards reflected two positive comments and zero negative comments. Data also revealed that high school students need more than a 12-week study skills program to increase their academic achievement. (Contains 19 references. Appendixes present a teacher interview form and a study skills survey instrument.) (Author/RS)

Descriptors: •Academic Achievement; English Instruction; Grade 9; High Schools; High School Students; •Learning Strategies; Metacognition; Program Effectiveness; Program Implementation; Student Surveys; •Study Skills

Identifiers: New England

Record - 89

DIALOG(R)File 1:ERIC

ED381274 PS023194

Improving the Quality of Family Child Care through the Implementation of a Mentoring and Self-Instructional Training Program for Family Child Care Providers.

Taylor, Joanne Labish
1995
103p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG95

Training is often difficult to acquire for family day care providers because most training initiatives are workshops or seminars, which require a specific time frame and which are frequently scattered and lack continuity. A practicum project developed and implemented one unit, or module, of a 13-module self-instructional training program using an existing curriculum for family child care providers. Each module takes an average of 4 to 6 weeks for the provider to complete, and has a self-assessment component to help identify strengths and weaknesses. There are activities in each module as well as readings and references. The training incorporated support by means of a master provider who served as a mentor and a cluster group to validate providers' participation. The goal at the end of the 10-week implementation was to increase the quality of care in the pilot group as measured by the Family Day Care Rating Scale before and after the implementation period. The pilot group consisted of four providers and one mentor. Responses of providers showed a high level of provider satisfaction with the training. The quality of care provided also increased as indicated by the pre- and post-project assessment. Results suggest that this program can prepare providers for National Association for Family Child Care (NAFCC) Accreditation, or for the Child Development Associate (CDA) credential, if instituted by a resource and referral agency or a providers' association. (Twelve appendices include mentor and provider application forms, provider and mentor program evaluation forms, and pre- and post-assessment scores. Contains 74 references and a 24-item bibliography.) (HTH)

Descriptors: Certification; •Child Caregivers; •Family Day

(cont. next page)

Care; •Independent Study; Mentors; Practicums; •Training Methods

Identifiers: •Caregiver Training; CDA Credential; National Association for Family Day Care

Record - 90

DIALOG(R)File 1:ERIC

ED381239 PS023032

Developing Positive Parent Participation in Preschool Programming.

Kraus, Pamela

1994

52p.; Ed.D. Practicum, Nova Southeastern University.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG95

A practicum was designed to address the problem of limited opportunities for parents to participate in their children's preschool education and the dichotomous interpretation between parents and preschool staff of what constitutes satisfactory parent participation within the preschool program. The goal of the practicum was to have parents express satisfaction with the quality and opportunities for parent participation. Thirty parents and four staff members in the prekindergarten program of a public school district participated. A number of activities were implemented, including surveying parent interests and availability, distributing a monthly newsletter, developing a parent bulletin board, and inviting parents to curriculum planning and grant writing sessions. Program staff also received training on strategies for collaboration between parents and schools. End-of-year parent surveys indicated that parent participation and satisfaction grew as the variety of parental participatory opportunities increased. The majority of staff members reported a positive change in attitude regarding appropriateness of parent involvement within the preschool. (Three appendices contain the Illinois State Board of Education annual program review, the parent survey, and survey results.) (WP)

Descriptors: •Change Strategies; Inservice Teacher Education ; •Parent Attitudes; •Parent Participation; •Parent School Relationship; Parent Teacher Cooperation; Practicums; •Preschool Education; Teacher Attitudes

Identifiers: Illinois State Board of Education

Record - 91

DIALOG(R)File 1:ERIC

ED381238 PS023031

A Plan of Action for Recruitment and Evaluation of the Child Care Credential Training Program for Child Care Professionals.

Whaley, Deborah W.

1994

54p.; Ed.D. Practicum, Nova Southeastern University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG95

This practicum project was designed to formulate and initiate a plan of action to promote and evaluate a community college Child Care Credential (CCC) training program. A pre-implementation survey indicated that few child care professionals in the community knew of the program or its characteristics. A media campaign was designed to promote the program and recruit child care professionals to it. It consisted of implemented. The campaign consisted of radio and television public service announcements, newspaper advertisements, presentations at local professional meetings, and a mass mailing to all child care centers and professionals in the community. The CCC training program developed by the state Division of Child Development was then presented to 100 participants over an 11-week period. Analysis of entrance and exit surveys to program participants found that the CCC training program was effective and had practical value for child care professionals. Contains 22 references. (MDM)

Descriptors: •Certification; •Day Care; Early Childhood Education; Mass Media Use; Practicums; Program Descriptions; •Program Evaluation; •Public Relations; •Student Recruitment; Teacher Education; •Teacher Education Programs

Record - 92

DIALOG(R)File 1:ERIC

ED381216 JC950213

Improving the Freshman College Classroom through Building a Purposeful Community of Altruistic and Motivated Learners.

Cohen, Carol

1995

90p.; Ed.D. Practicum, Nova Southeastern University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEAUG95

A project was undertaken to create a community of caring, interdependent, intrinsically motivated learners among 21 freshmen students in a community college preservice teacher preparation seminar. Interviews with students at the beginning of the seminar had revealed that most viewed the classroom as

(cont. next page)

individualistic, competitive, and threatening and that all students disagreed with the top-down hierarchical structure. Methods used to create the learning community included allowing students autonomy regarding covering the student syllabus; setting a schedule for student-instructor contacts outside of class for informal discussions, tutoring, and feedback; forming a student advisory committee to create a strong peer culture that perceived teaching as a shared enterprise; and developing collegiality and social skills through cooperative learning groups. To gauge student responses and the level of community formed, students were asked to keep journals and structured, open question interviews were conducted with all 21 students in the 12th session. Analysis of journals in the 6th and 12th sessions indicated that 6 out of 7 students recognized the transformation of the seminar into a community of learners. Similarly, journal entries and interviews revealed that all students felt empowered by the two-way communication system between themselves and the college through the advisory committee and instructor. A self-evaluation instrument, the syllabus, a reflection rubric, and a social skills checklist are appended. (KP)

Descriptors: *Classroom Environment; Classroom Research; *Classroom Techniques; *College Freshmen; Community Colleges; *Cooperative Learning; Group Dynamics; Leadership Training; Learning Strategies; Teacher Student Relationship; Teaching Methods; Teamwork; Two Year Colleges

Record - 93

DIALOG(R)File 1:ERIC
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ED380792 CS012094

Helping Preservice Teachers in Reading Methods Field Experience Implement Theories Learned in the College Classroom through Journals, Lesson Plans, and Structured Observations.

Castle, Sally L.
1995
62p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG95

A practicum was developed to help preservice teachers practice reading theories learned in the college classroom during the three-week field experience portion of the class. Preservice teachers at a Christian college in a small, rural, midwestern town had few opportunities to implement theories learned during field experience. A literature review and personal ideas contributed to the development of six solution strategies and three outcomes. The outcomes involved writing journal entries, developing lesson plans, and teaching these lessons during structured observations. Results indicated that: (1) 34 of 39 preservice teachers used 6 to 8 theory-to-practice skills in their journal writings; (2) 21 of 37 preservice teachers incorporated 4 of 5 theory-based components in lesson plans; and (3) 7 of 37 teachers used 4 of 5 theory-based guidelines during observation. (Contains 23 references and three tables of data. Appendixes present a theory-to-practice problem-solving skills list, a lesson plan checklist, and an observation summary sheet.) (Author/RS)

Descriptors: *Classroom Observation Techniques; Elementary Education; Field Experience Programs; Higher Education; *Journal Writing; *Lesson Plans; *Preservice Teacher Education ; *Reading Instruction; Reflective Teaching; *Theory Practice Relationship

Record - 94

DIALOG(R)File 1:ERIC
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ED380725 CG026130

Building Staff Morale in a Season of Change through Supportive, Growth-Oriented Supervision.

Hickey, Laura M.
1994
70p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG95

A residential group care facility serving abused children had encountered unprecedented changes both internally and in the community. These changes had been highly stressful for this agency, affecting the morale of those closest to the children, the Child/Youth Care Workers. To address these stressors, a strategy utilizing supportive, growth-oriented supervision was developed so as to: (1) deliver intensive support to Child/Youth Care Workers as growing professionals; (2) support positive adjustment to internal changes; (3) establish a trust-based relationship to agency program management; and (4) increase morale. The central component of the strategy was the development and supervisory support of mutually agreed upon professional growth goals. The application of this supportive supervision resulted in increases in the quality and quantity of communication between child/Youth Care Workers and the supervisor, heightened participation in decision making, greater trust, more appreciation of the individual and the employee, and improved morale. This system of supervision also fostered structure and objectivity in evaluations; professional growth plans were added to permanent personnel records which increased accountability and enhanced the objectivity of performance evaluations. Appendices include a calendar plan for implementation activities and the survey instrument. Contains 12 references. (RJM)

Descriptors: Employee Attitudes; Employer Employee

(cont. next page)

Relationship; Evaluation Methods; Job Performance; Morale; *Objectives; Organizational Climate; Professional Development; Staff Development; *Supervision; Supervisors; *Supervisory Methods; Work Environment
Identifiers: Supervisor Supervisee Relationship

Record - 95

DIALOG(R)File 1:ERIC

ED380720 CG026098
Development of an Effective Relapse Prevention Intervention for the Parents of Juvenile Sexual Offenders.
Marquoit, James W.
1994
84p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEAUG95

This practicum was designed to assist parents of juveniles who had been placed in residential care for sexual offenses. Although there was a consensus in the field that inclusion of the family in treatment was essential, few family treatment models were available. No family treatment models were found specific to working with families that had children who had been convicted of sexual offenses and placed in residential care. A specific focus taken here was on teaching parents the sexual offense cycle. The offense cycle was seen as critical to understanding the sexual offending behavior and the development of an effective relapse prevention plan. This training took place with natural and foster parents who would have juvenile sexual offenders returning to their homes. Evaluation results indicate most parents would participate in training, that training did increase the understanding of sexual offense behaviors, and that the parents gained confidence in their ability to intervene in their child's sexual offense cycle. Following implementation of the training, parents became more active in the treatment program and were more likely to accept the offender into their home following residential treatment. Professional survey, pre- and post-tests, and test results are appended. Contains 21 references. (Author)

Descriptors: *Adolescents; Family Programs; Parent Child Relationship; *Parent Education; Parenting Skills; Parent Responsibility; *Prevention; Rehabilitation; Secondary Education; *Sexual Abuse; Youth Problems
Identifiers: *Child Molesters; Parental Supervision; Relapse ; *Sex Offenders

Record - 96

DIALOG(R)File 1:ERIC

ED380206 PS023034
Improving Academic Achievement and Interpersonal Relationships among Diverse 5th Graders by Strengthening Self-Image and Teaching Conflict Resolution Skills.
Gross, Judith Schefkind
1994
90p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

This practicum addressed the low self-esteem, poor academic achievement, strained interpersonal relationships, and difficulty in dealing with growing diversity noted in fifth-graders in an urban elementary school. A six-part solution strategy was developed that emphasized: (1) building realistic self-esteem; (2) increasing cultural and ethnic awareness; (3) enhancing cooperative learning; (4) teaching conflict resolution; (5) improving language arts; and (6) presenting opportunities for students to share their talents with others. These strategies were implemented over a 12-week period through various classroom activities and individualized projects. Academic achievement, discipline problems, and growth in self esteem were evaluated to determine the effectiveness of the program. It was found that student achievement scores were significantly higher for the fifth-graders exposed to the intervention than for the previous year's fifth-graders. In-school and out-of-school suspensions among fifth-graders decreased 19 percent from the previous year. Student self-esteem increased significantly over the course of the intervention. (Three appendixes contain self-esteem questionnaires, a sample individual action plan, and a sample individual action lesson plan. Contains 17 references. (MDM)

Descriptors: *Academic Achievement; Attitude Change; Change Strategies; Classroom Techniques; *Conflict Resolution; Cooperative Learning; Cultural Awareness; Cultural Pluralism; *Discipline Problems; *Educational Strategies; *Elementary School Students; Grade 5; Intermediate Grades; Language Arts; Peer Relationship; Self Concept; *Self Esteem; Student Attitudes

Record - 97

DIALOG(R)File 1:ERIC

ED380166 JC950152

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Comparison of the Grade Point Average in Intermediate Algebra of Developmental and Nondevelopmental Students. Revised.

Cunningham, Pearley
Feb 1995
36p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEJUL95

A study was conducted at the Community College of Allegheny County, in Pennsylvania, to compared the level of preparedness in an intermediate algebra course for students who placed directly into the course and those who had tested into and completed a basic algebra course. Placement test scores, algebra course grades, and repeat status were determined for the 390 students enrolled in 19 sections of the intermediate algebra course in spring 1993, resulting in a final sample of 248 students who were not repeating and who passed the course. The sample consisted of 35 non-developmental students (i.e., those who had tested directly into the course) and 213 developmental students (i.e., those who completed the basic algebra course). Twelve of the non-developmental students received an "A" in the course, compared to 34 students from the developmental group. Similarly, grade point averages (GPA's) calculated for the groups based on course outcomes indicated that the developmental group had a GPA of 2.183, with a standard deviation of 1.242, while the non-developmental group had a GPA of 2.571, with a standard deviation of 1.481. The z-test used to test the research hypothesis indicated that no significant differences existed between outcomes for the two groups. The study concluded that the developmental students showed no advantage over other students and that the college's mathematics placement test was properly screening students based on algebra skills. (KP)

Descriptors: *Algebra; College Preparation; Community Colleges; Comparative Analysis; *Grade Point Average; Outcomes of Education; Program Effectiveness; *Remedial Programs; *Screening Tests; *Student Placement; Two Year Colleges; Two Year College Students

Record - 98

DIALOG(R)File 1:ERIC

ED379879 EC303753
Supporting Behaviorally Emotionally Handicapped and Excluded Students and Teachers by Providing Comprehensive Inservice Training for Behavior Modification Technicians.

Taylor, Ralph
1994
54p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

This practicum developed a program to enhance the job performance of support personnel (behavior modification technicians) who work with students having conduct disorders. The behavior modification technicians provided building-level support for principals and teachers working with black adolescents from socially deprived backgrounds. Inservice activities were designed and implemented over a 16-week period in the following areas: human growth and development, preadolescent and adolescent development, behavior disorders, pharmacological intervention, behavior analysis, developing anecdotal records, developing Individualized Education Plans, interagency networking, conflict resolution, and program and school guidelines. Participants also were required to design and implement behavioral objectives and show mastery of aggressive control techniques (therapeutic holds) and parent involvement skills. During an additional 16 weeks, participants met and discussed individual student problems. Participants received the training at no cost, and received 3 semester hours credit from the local state university. Significant gains were found in acquired knowledge after participants completed the inservice activities. Support personnel displayed significant gains not only in technical support skills, but also in self-esteem. Appended is a post-training test. (Contains 36 references.) (DB)

Descriptors: Behavioral Objectives; *Behavior Disorders; *Behavior Modification; *Inservice Education; Job Performance; *Paraprofessional School Personnel; Program Development; Program Effectiveness; Secondary Education; *Specialists; Staff Development

Record - 99

DIALOG(R)File 1:ERIC

ED379830 EC303703
Improving the Triennial Review Process for High School Special Education Students by Utilizing Alternative Assessment Methods.

Kinasewitz, Theodore
1994
46p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

This practicum attempted to improve the triennial review process for high school students receiving special education services, make these reviews more meaningful, and use these

(cont. next page)

reviews to enhance instructional programming. A survey of staff (N=18) involved in special education planning was followed by development of an inservice training program which focused on legal requirements of special education 3-year reevaluations and best practices endorsed by other school districts, states, and professional organizations. A collaborative approach between the school psychologist and the leading special education teacher was utilized in conducting the triennial review of 10 students. Alternative methods of assessment were identified including clinical interviews, vocational evaluation, and reports from outside professionals such as psychiatrists and occupational therapists. In 5 of the 10 cases, a psychological evaluation featuring intellectual testing also took place. Survey questions are appended. (Contains 26 references.) (DB)

Descriptors: Compliance (Legal); Cooperation; Diagnostic Teaching; *Disabilities; *Eligibility; *Evaluation Methods; High Schools; *High School Students; Inservice Teacher Education; Interdisciplinary Approach; School Psychologists; *Special Education; Special Education Teachers; *Student Evaluation

Identifiers: Alternative Assessment; *Triennial Evaluations

Record - 100

DIALOG(R)File 1:ERIC
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ED379828 EC303701

A Multi-Modal Approach to Remediating Main-Idea Comprehension Deficiencies in Behavior-Disordered Students.

Piquette, MariceAnn
Jul 1994
85p.; Master of Science Practicum Report, Nova University. Occasional broken type.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

This practicum developed a multimodal approach for remediation of "main idea" reading comprehension deficits with secondary school students having behavior disorders. The six target students (ages 12 to 18) attended a school within a psychiatric hospital and residential treatment center and were reading significantly below grade level. The individualized tutorial program duration was from 3 to 12 weeks and utilized strategies which included a paraphrasing technique, computer-assisted instruction, journal writing, and use of high-interest low-difficulty reading material. Students showed an increase in main-idea comprehension mastery measured by the pretest/posttest comparison and a per session graphing on a progress chart. Appendices include a copy of a student contract, sample journals, progress charts, and a paraphrasing score sheet. (Contains 17 references.) (DB)

Descriptors: *Behavior Disorders; Individualized Instruction ; Journal Writing; Psychiatric Hospitals; *Reading Comprehension; Reading Strategies; Remedial Instruction; *Remedial Reading; Secondary Education; *Tutorial Programs; Writing Instruction

Identifiers: *Main Idea

Record - 101

DIALOG(R)File 1:ERIC
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ED379818 EC303691

Improving Cognitive Skills in Mentally Handicapped Pre-Schoolers through the Use of Computer-Based Instruction and Manipulatives.

Soto, Maria T.
Jul 1994
85p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

This practicum project involved working with four preschool children with mental disabilities to increase their cognitive abilities through the use of computer-based instruction and use of manipulative materials. It also sought to improve the children's social-emotional development and self-esteem. The developmental levels of the four students were determined, and appropriate cognitive objectives were chosen. Concepts taught included shapes, colors, letters, and numbers. Appropriate computer programs were selected to introduce the concepts and provide relevant practice, and manipulative activities were developed to provide tactile stimulation. Children were also provided with opportunities to sort, match, identify, color, paint, paste, sing, and dance about the concepts. The practicum successfully met its objectives. Appendixes contain surveys and questionnaires documenting the baselines and results of the practicum. (Contains 17 references.) (JDD)

Descriptors: Cognitive Ability; *Computer Assisted Instruction; Concept Formation; *Concept Teaching; Early Intervention; Emotional Development; *Fundamental Concepts; *Manipulative Materials; *Mental Retardation; Preschool Education; Self Esteem; Social Development; Thinking Skills

Record - 102

DIALOG(R)File 1:ERIC
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ED379599 CS011996

Helping Children Develop Skills in Phonic Analysis, Sight Vocabulary and Handwriting.

(cont. next page)

Rinder, Susan
Jan 1994
110p.; M.S. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

A study tested the effectiveness of precision teaching through a summer pilot project involving four male students between the ages of 6 and 7, all of whom had demonstrated some difficulty with basic reading skills. The 6-week program concentrated on those skills most important to emergent readers, namely, phonic analysis, sight vocabulary and handwriting. More specifically, objectives for this practicum were for the students: (1) to be able to see and say 20 Preprimer Dolch words in one minute; (2) to say and mark the initial consonant sounds of 24 objects; (3) to write the alphabet upper and lower case; and (4) to increase fine motor skill by 50%. Precision teaching is a monitoring system that is used to measure human behavior; it measures learning and skill proficiency. It consists of three elements: direct measure of specific skills; direct measure of skills using time limits; and the use of continuous daily measure of pinpointed skills. A series of four activities were performed with the children, involving alphabet tiles, cards, word and picture matching and other such instruments. Results showed that students A and B made progress in all three pinpointed skills; students C and D made progress but still were in need of remedial help. In summary, it appears that precision teaching is an excellent tool for small group instruction. The students enjoyed the variety of activities available for practice and even liked being timed and charting their progress. (Contains 21 references and 28 appendixes of data and research materials.) (TB)

Descriptors: Elementary Education; *Handwriting; *Phonics; *Precision Teaching; *Reading Difficulties; Reading Games; *Reading Instruction; Sight Vocabulary; *Vocabulary Skills

Identifiers: *Emergent Literacy

Record - 103

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED379538 CG025931

Developing Student's Knowledge, Intervention Skills, and a Willingness To Participate in Decreasing School Bullying: A Secondary School's Use of the Curriculum Approach.

Young, Gordon H.
1994
85p.; Doctoral Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL95

Due to the increase in the number of non-physical bullying incidents observed by both teachers and administrators throughout the last year at a high-school. students were becoming so intimidated by other students that they were unwilling to even speak up about or report any such incidents to school administrators. A strategy was designed and implemented to increase students' knowledge about bullying, their skill levels and willingness to participate in a student-run bullying prevention program. The strategy utilized a pre- and post-survey to assess the changes in students' perceptions and fundamental beliefs. In between those surveys 10 half-hour classroom sessions were presented including lectures, presentations, and hands-on demonstrations to inform students and provide a safe place for them to practice bullying prevention. The responses of the students were positive with respect to their answers. Answers indicated that the strategy had provided a challenge to the students' beliefs and they were now much more informed about what behaviors may constitute a bullying act. Students learned how one can safely intervene or report a bullying incident they might witness. As a result, the students were much more willing to participate in both helping to write a school policy on bullying or intimidation and helping to participate in developing a school bullying prevention program. (Author/RB)

Descriptors: Adolescents; Aggression; *Class Activities; Coping; Delinquency; Educational Environment; Policy Formation ; *Prereferral Intervention; *Prevention; Secondary Education; *Student Behavior; *Student Participation; *Student School Relationship; Student Subcultures

Identifiers: *Bullying; Nonviolence

Record - 104

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED379211 SP035654

Developing and Implementing Increasing Awareness of Cultural Diversity in Early Childhood Curriculum through Teacher Training and Participation.

Jacoby, Ruth
1994
137p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

This practicum was designed to retrain preschool personnel on the importance of cultural diversity and the teacher's role in developing and implementing a multicultural curriculum. Faculty meetings and workshops were organized to present a cultural awareness curriculum to preschool staff and discuss

(cont. next page)

the teacher's role in executing the curriculum. Teachers participated in role-playing sessions on fostering respect for and understanding of diverse cultures, and they participated in developing and evaluating the culturally diverse curriculum. Monthly themes included: ancestors, food, clothing, games, shelter, holidays, transportation, and weather. Learning activities for each of these themes are presented, such as cooking with rice and corn, including chopsticks and woks in kitchen play centers, building igloos, and making hats and vests from different countries. Teachers who participated became aware of their attitudes toward multiculturalism and increased their knowledge of the importance of multicultural curriculum. Children involved in the cultural awareness program developed an understanding and respect for other people. Appendixes include a checklist of culturally diverse classroom materials, assessment instruments, and curriculum outlines. (Contains 29 references.) (JDD)

Descriptors: Attitude Change; Consciousness Raising; •Cultural Awareness; Cultural Pluralism; •Curriculum Development; •Inservice Teacher Education; •Multicultural Education; Preschool Education; Preschool Teachers; Teacher Role

Identifiers: Diversity (Student)

Record - 105

DIALOG(R)File 1:ERIC

ED379108 PS023021

Improving Teachers' Understanding and Planning of an Integrated Curriculum with a Staff Development Plan.

Carter-Golden, Kathryn

1994

60p.; Ed.D. Practicum I Report, Nova Southeastern University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN95

A practicum was designed to develop training that would increase teachers' understanding of an integrated curriculum and how to plan for implementation. Subjects were 23 teachers at a K-5 elementary school. Training was developed to provide a common knowledge base of an integrated curriculum, productive collaboration and planning, and understanding of work-behavior styles. The researcher developed and administered pre- and posttests, teacher attitude surveys, and training session evaluations; acted as a resource person for team planning for integrating curriculum; reviewed lesson plans; and made classroom observations of curriculum integration. Analysis of the data showed that teachers who participated in the training had a clear understanding of integrating curriculum and how to plan for integrating curriculum. The posttest results showed mastery of concepts presented in the training, and teacher attitude surveys showed participants felt communication had increased between grade-level team members and between and among grade levels. (A Readiness for Curriculum Integration survey, a curriculum integration assessment questionnaire, and a survey to measure school-wide communication about curriculum are appended. Contains 29 references.) (AA)

Descriptors: Curriculum Development; Curriculum Problems; Educational Cooperation; Educational Environment; Educational Planning; Elementary Education; •Inservice Teacher Education; •Integrated Curriculum; •Interdisciplinary Approach; •Program Implementation; Teacher Attitudes; Teacher Effectiveness; Teacher Workshops; •Teaching Models; Teaching Styles

Record - 106

DIALOG(R)File 1:ERIC

ED379097 PS023007

Improvement of Parent Awareness of Developmentally Appropriate Programs for Ages 3 through 8 through Workshop Sessions.

Brown, Emmaline J.

Dec 1994

56p.; Ed.D. Practicum Report, Nova University. Paper presented at the Annual Conference and Exhibition of the National Association for the Education of Young Children (Atlanta, GA, November 30-December 3, 1994).

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); CONFERENCE PAPER (150); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUN95

A university early childhood laboratory school was making a transition from an academic orientation to one focusing on developmentally appropriate practices. This practicum was implemented to improve parents' awareness of developmentally appropriate programs by means of workshop sessions. The goal was to increase their knowledge of what is developmentally appropriate in programs for children 3 to 8 years of age. Three workshop sessions were designed to provide participants with information on appropriate and inappropriate practices that was provided through video tapes and overhead slides comparing appropriate and inappropriate practices. Each session included a question and answer period to allow for further clarification. A posttest was given at the end of the third session to determine information gained. The results indicated that, compared to the pretest, parents were able to identify more developmentally appropriate practices for children ages 3 to 8. (Four appendixes contain the parent questionnaire, the laboratory school's annual assessment form,

(cont. next page)

the survey pretest/posttest, and consent letter.) (AP)

Descriptors: Attitude Change; *Classroom Techniques; Early Childhood Education; Laboratory Schools; *Parent Attitudes; Parent School Relationship; *Parent Workshops; Program Evaluation

Identifiers: *Developmentally Appropriate Programs; Developmentally Inappropriate Programs

Record - 107

DIALOG(R)File 1:ERIC
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ED379035 JC950113

Development, Implementation, and Evaluation of a Strategic Plan for Improving Physical Plant Management at Southwest Texas Junior College.

Box, Wilford Winston
Aug 1994
132p.; Ed.D. Dissertation, Nova University.
Available from: Wilford Winston Box, 208 Echo Valley Drive, Del Rio, TX 78840-2111 ($20, includes shipping and handling).
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

A study was conducted at Southwest Texas Junior College (STJC) to assess current management practices used by the physical plant maintenance department (PPMD) and to develop a strategic plan for physical plant management. Procedures included an analysis of current management practices and systems that affect physical resources, and periodic and preventive maintenance, and the development of recommendations for the design of a system for expansion and modification of existing facilities and construction of new facilities. A survey designed to determine the adequacy of facilities and services was sent to 141 administrators. Study findings, based on an 88.65% response rate, indicated that STJC needed: (1) a fire safety training program; (2) a hazardous substance training program; (3) a maintenance personnel training program; (4) a space management program; (5) an adequate heating and cooling system; (6) proper application of janitorial services; (7) review of PPMD staffing; (8) better lighting; (9) plans for handicapped personnel; (10) improvement of groundskeeping; (11) improvement of general campus maintenance; (12) a computerized control system; (13) better enforcement of parking policies; (14) coordination between committees; and (15) plans for increased enrollment. Based on survey results and interviews with the PPMD personnel, a master plan for future facilities planning, maintenance, and energy management was developed. The study report contains 92 references, interview questions, campus survey, a control chart for procedural elements of the plan, and current and proposed organizational charts. (KP)

Descriptors: College Administration; Community Colleges; *Facility Improvement; *Facility Planning; Needs Assessment; Questionnaires; Safety Education; *School Maintenance; School Surveys; Two Year Colleges

Identifiers: Southwest Texas Junior College

Record - 108

DIALOG(R)File 1:ERIC
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ED379023 JC950099

Using Public Speaking and Critical Thinking To Increase Self-Esteem in the Multi-Cultural College Prep Composition Classroom.

Weissberg, Michael W.
Sep 1992
108p.; Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

In an effort to improve the writing performance of non-native English-speaking students in a college preparatory composition course, a project was undertaken to reduce problems of self-esteem caused by communication apprehension through a speech assignment involving critical thinking and peer reviews. To evaluate the effect of the assignment, the Rosenberg Self-Esteem Scale (RSE), the Piers-Harris Self-Concept Scale (PHSC), the Coopersmith Self-Esteem Inventories (SEI), and other self-concept measures were administered to 42 students in the college preparatory class. A lecture was then given on delivering a speech and students selected topics for their own speeches. The speeches were graded by fellow-students and the teacher on content, appearance, eye contact, props, and time constraint. After each speech, strengths and weaknesses were discussed by the class. In the final phase of the project, the self-esteem inventories were re-administered in the last 4 weeks of the course. A comparative analysis of pre- and post-test results indicated the following: (1) in general, students showed increased levels of self-esteem on all the instruments; (2) for the SEI, 38% showed a positive change, compared to 12% showing a decline in self-esteem; and (3) similarly, on the RSE 66.66% of subjects showed positive change, compared to 12% showing a negative change. The report includes speech grading criteria, the self-esteem instruments, and results for each instrument. Contains 12 references. (KP)

Descriptors: *Attitude Change; Attitude Measures; College Preparation; Community Colleges; Limited English Speaking; Minority Groups; *Outcomes of Education; *Peer Evaluation; Public Colleges; *Public Speaking; *Self Esteem; Speech Skills; *Student Attitudes; Two Year Colleges; Two Year College Students

Record - 109

DIALOG(R)File 1:ERIC
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ED378946 IR016950
Teaching Fifth Graders Electronic Information Retrieval Skills.
Christy, Annette
1994
74p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

Fifth graders were taught to use an electronic card catalog to retrieve information and materials for class assignments and leisure reading materials. Groups of 10 or 12 students were seen twice a week for periods lasting up to 30 minutes. At these sessions they were introduced to computer components, proper handling, how to log into a network system, and how to search for materials using Boolean terms and keyword searches. The author developed lesson plans to introduce strategies from fundamentals through advanced techniques. Special teaching methods were used to enhance critical thinking. Students also used practice keyboarding machines to help with typing skills, and a tape recorder was available so that they could listen to instructions as they did online searches. The post-test revealed that all these strategies were effective for teaching students to use the online catalog effectively, and the students' ability to have their own work stations contributed to the study's success. Project evaluations revealed the students' preferences for using an electronic database because of the options it allows. Three tables present study data, and eleven appendixes contain survey and evaluation instruments as well as supplemental information. (Contains 31 references.) (Author/SLD)

Descriptors: Computer Networks; Computer Uses in Education; Critical Thinking; *Elementary School Students; Grade 5; *Information Retrieval; Instructional Effectiveness; Intermediate Grades; Keyboarding (Data Entry); Librarians; *Library Catalogs; Library Instruction; *Online Catalogs; Pretests Posttests; Program Evaluation; Search Strategies; Skills; Teaching Methods
Identifiers: *Boolean Search Strategy; *Keywords

Record - 110

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED378781 EC303680
A Social Emotional/Awareness Program for Learning Disabled Students.
Susla, Brenda M.
Jul 1994
159p.; Educational Specialist Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

The social and emotional development needs of fourth and fifth grade students (N=16) with learning disabilities were addressed through development and implementation of a 12-week awareness program called "Pupils' Over-Whelming Esteem Rise" (Project POWER). This project targeted: (1) self-awareness; (2) social awareness; (3) coping, organizing, problem solving, and planning; and (4) evaluation, through author-made games, activity sheets, creative projects, and use of technology. At program completion, most students demonstrated awareness of their specific learning style strengths and weaknesses and were able to use this knowledge when interacting with peers and teachers. A student-generated computer presentation showing their understanding of learning styles had a positive effect on student self-esteem. Increases in social skills and self-esteem were documented by pre/post-test differences. Appendices include educator, parent, and student concern surveys; learning/teaching style inventories and explanations; hemispheric mode indicator and game; self-evaluation scale and results; and a program outline. The complete program guide is attached, with examples of numerous learning activities for the project's targeted skills. (Contains 27 references.) (DB)

Descriptors: *Cognitive Style; Computer Uses in Education; *Emotional Development; Instructional Materials; Intermediate Grades; Interpersonal Competence; *Learning Disabilities; Program Development; Program Implementation; *Self Esteem; *Self Evaluation (Individuals); *Social Development

Record - 111

DIALOG(R)File 1:ERIC
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ED378780 EC303679
Increasing the Number of Elementary Students Found Eligible for Placement in a Gifted Program by Improving the Prescreening Process through Increased Training for School Staff and Parent Education.
Spratt, James J.
1994
71p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida

(cont. next page)

Journal Announcement: RIEJUN95

This practicum was designed to increase the number of elementary school students eligible for placement in a gifted program by improving the prescreening process. Major goals were to: (1) improve teachers' ability to identify giftedness in children; (2) improve the referral rate for gifted screening; and (3) increase the identification and placement rate of children into the gifted program to the expected level. A list of characteristics of giftedness was developed and a series of meetings with a total of 23 teachers provided training in the recognition of potentially eligible students. A parent workshop was also held to educate parents about characteristics of gifted students as well as the screening, evaluation, and placement process. Analysis of results indicated that teachers made more than double the number of referrals compared to the previous 3 years and that all teachers who received the training made nominations of students for screening. The number of students ultimately qualified approached, but did not reach, the two percent goal. Appendices include the gifted characteristics checklist, teacher pre-test and post-test, a sample screening and evaluation log, and a summary of the identification process. (Contains 38 references.) (DB)

Descriptors: *Ability Identification; *Academically Gifted; Check Lists; Elementary Education; *Elementary School Students ; *Eligibility; *Inservice Teacher Education; Parent Education ; Program Effectiveness; Referral; Screening Tests; Staff Development; Student Characteristics; *Student Evaluation

Record - 112

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED378737 EC303634

Improving the Coordination of School Psychological Assessment Involving Monolingual and Bilingual Psychologists Who Work with Language Minority Children.

Camacho, Luis E.
29 Aug 1994
44p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043), TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

A problem exists in the lack of assessment coordination between monolingual psychologists and bilingual psychologists when working with language minority children referred for evaluation of special needs. This practicum was designed to improve the psychological assessment coordination between monolingual English psychologists and the bilingual psychologist. The practicum involved development of assessment coordination guidelines to be utilized by monolingual English psychologists and bilingual psychologists, design and presentation of a workshop explaining the model to school psychologists, creation of a log to record incoming referrals of children suspected of being language minority, and conducting conferences during which the monolingual English psychologist and bilingual psychologist would determine their respective roles in the assessment process based on the coordination assessment guidelines. Analysis of data revealed that psychologists increased their participation in the evaluation process and they were better prepared to participate in the multidisciplinary team process. Appendices include a coordination assessment form, referral log, and questionnaire on psychological assessment of language minority children. (Contains 32 references.) (JDD)

Descriptors: *Bilingualism; Cooperative Planning; Disability Identification; Educational Diagnosis; Elementary Secondary Education; *Limited English Speaking; *Psychological Evaluation; Psychological Testing; Referral; *School Psychologists; *Student Evaluation; *Teamwork

Identifiers: *Language Minorities

Record - 113

DIALOG(R)File 1:ERIC
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ED378736 EC303633

Improving the Transition Process for Middle School Learning Disabled Students Reentering the Regular Classroom through Student Accountability and Teacher Inservice Training.

deNomme, Dennis A.
18 Aug 1994
108p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

This practicum was designed to ensure that junior high students with learning disabilities experience a successful transition back into the regular classroom from the resource room. The focus was on increasing communication between the regular classroom teacher and the resource room teacher, evaluating transition candidates using a competency-based criterion before they exit from the resource room, and establishing support services for the regular classroom teacher and the transition student. The practicum involved the development of a transition procedure as part of the student's individualized education plan, a written communication flowchart, teacher responsibilities (regular classroom and resource room), modified resource room schedule, student profile, possible regular classroom modifications, daily and weekly assessment, and inclusion of regular classroom teachers at special education meetings. Analysis of the data revealed that successful transitioning occurred following the practicum

(cont. next page)

implementation. Student improvement occurred in the completion of regular classroom assignments and homework assignments, positive classroom behavior, and passing grades. Appendices contain copies of questionnaires and other practicum project materials. (Contains 22 references.) (JDD)

Descriptors: Accountability; Inservice Teacher Education; Intermediate Grades; Interpersonal Communication; Intervention ; Junior High Schools; Junior High School Students; *Learning Disabilities; *Mainstreaming; *Middle Schools; *Regular and Special Education Relationship; Resource Room Programs; Student Placement; Student Responsibility; *Transitional Programs

Identifiers: Middle School Students

Record - 114

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED378735 EC303632

A Multicultural Awareness Program To Improve Language and Thinking Skills to a Group of Language Deficient Preschool Students.

Altamura, Marilyn T.
18 Jun 1993
118p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

This practicum project exposed seven preschool students with language deficiencies to multicultural experiences and strategies, resulting in improvements in both language and thinking skills. The children were included in a regular preschool program serving low-income families. The program was based on a multicultural awareness curriculum which utilized such teaching strategies as role playing, parental involvement, storytelling, puppet play, cooking, show and tell, and arts and crafts. Language enhancement activities included group size variations, field trips, microphone and tape recorder use, interactive communications, story drawing, picture and story captioning, multicultural literature, and use of big books as part of whole language activities. Vocabulary was introduced through concrete objects, stories, books, games, songs, and activities. This practicum report presents numerous ideas for multicultural learning activities, using the culture of a different geographic area as the theme of each week's activities; areas include Ireland, Africa, Haiti, Jamaica, Dominican Republic, Colombia, Vietnam, Pakistan, Italy, and the United States. A bibliography of 37 items and a discography of 13 items are included. Appendices provide a home language survey, teacher observation checklist, multicultural questionnaire, parent letter, and language and critical thinking skills pre/post-tests. (Contains 14 references.) (JDD)

Descriptors: *Cultural Awareness; Curriculum; English (Second Language); Inclusive Schools; *Language Acquisition; *Language Impairments; Limited English Speaking; Low Income Groups; Mainstreaming; *Multicultural Education; Preschool Education; *Thinking Skills

Record - 115

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts reserv.

ED378475 CG025873

Development of a Training Model To Increase Caseworker's Specificity, Clarity of Item Definition and Timeliness in Writing Individual Service Plans for Children in Foster Care.

Eberwein, Carolyn A.
1993
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN95

This paper reports on a practicum designed to teach foster-care caseworkers how to improve the specificity and clarity of item definition on Individual Service Plans (ISPs) for children in foster care. Most agencies require that within 30 days of accepting a child for foster care, agency caseworkers must complete an ISP which establishes goals for the child to meet with the help of his or her foster parents and foster-care agency caseworker. Goals are also set for the child's birth parents in order to prepare for the child's eventual return to the birth-family home. The caseworker must devise the goals in a timely manner, stipulating measurable outcomes, but in one agency noted in the paper, caseworkers set ISP goals that were unclear, difficult to measure, and lacking in behavioral specificity. After studying the problem, it was proposed that a two-part program be developed to try to remedy these difficulties. In part one, an Individual Service Plan Evaluation and Instruction instrument was developed. Then, for part two, an Individual Service Plan Tracking Sheet was used. Workers were trained to use both instruments. Although these measures demonstrated that ISP goals can be written more clearly in more measurable terms, the project's specific goals were not met. (RJM)

Descriptors: Adolescents; Caseworker Approach; *Caseworkers; Child Caregivers; Children; Elementary Secondary Education; *Foster Care; *Foster Children; *Foster Family; Social Agencies; Social Workers; *Training Objectives

Identifiers: *Individualized Service Plans; Placement (Foster Care)

Record - 116

DIALOG(R)File 1:ERIC

ED378322 CE067898
Development of a Career Student Guide for the Tech Prep Program for Henry County High School.
Winchester, Ruth Ann
Oct 1994
74p.; Doctor of Education Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEJUN95

This practicum report describes the research conducted in preparation for developing a career student guide to acquaint students attending Henry County High School (HCHS) in McDonough, Georgia, with the school's new tech prep program. Chapters 1 and 2 contain background information about HCHS' tech prep program and a review of literature regarding considerations in developing student guides and marketing tech prep. Chapter 3 explains the procedures used to conduct the literature review, interview representatives of other tech prep programs, and formulate the criteria used in developing the career student guide. Chapters 4 and 5 discuss the key findings and implications of the literature review and interviews. Appended are lists of programs contacted for the study, the guide development criteria, and the career student guide, which includes the following: overview of the tech prep program; high school graduation requirements; tech prep requirements; HCHS program clusters; community/technical school clusters; tech prep options and process; and 4-year course sequences for the business management, mechanical, and health/human services tech prep programs; and information about DeKalb Technical Institute, which is the postsecondary institution involved in HCHS's tech prep program. Contains 15 references. (MN)

Descriptors: Articulation (Education); Graduation Requirements; High Schools; Literature Reviews; *Material Development; *Program Guides; Required Courses; Technical Institutes; *Tech Prep; Two Year Colleges; *Vocational Education

Record - 117

DIALOG(R)File 1:ERIC

ED378090 SO024369
Decreasing Suspensions in Grades Nine through Twelve through the Implementation of a Peace Curriculum.
Speirs, Robert
1994
78p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95
Target Audience: Teachers; Administrators; Practitioners

This practicum was designed because out of school suspensions as a disciplinary procedure were not effective in changing students' behaviors. The students felt angry and rejected by the teachers, and they did not feel part of the school culture. The practicum offered a peace curriculum designed to be used in content academic areas small groups, and with mentors. The study involved a peace curriculum that included problem-solving activities that encouraged students to develop alternatives to oppositional, defiant, and disruptive behaviors. The peace curriculum offered students the opportunity to participate in class discussion without the fear of failure. By preventing behaviors that emerged when students became frustrated because they did not know how to control their behaviors, the peace curriculum offered students the opportunity to develop fair and just attitudes. Analysis of the data revealed that out of 292 students referred for discipline, more than 83 students received an alternative form of discipline rather than out of school discipline or suspension. The cumulative number of out-of-school suspensions received by exceptional education students was reduced. The number of classroom teachers implementing behavior strategies in their classrooms increased because of the introduction of the peace curriculum. Nine appendices conclude the paper: (1) discipline system student listing; (2) teacher survey; (3) disciplinary referral form; (4) student assistance team response form; (5) lessons for mentors; (6) lessons for small groups; (7) content specific lessons for the classroom teacher; (8) mentor survey; and (9) rules for small group instruction. Contains 38 references. (Author/DK)

Descriptors: Behavior Problems; *Classroom Techniques; *Conflict Resolution; Curriculum Development; Grade 9; Grade 10; Grade 11; Grade 12; High Schools; *High School Students; *Peace; Role of Education; Self Esteem; Student Behavior; *Suspension
Identifiers: *Peace Education

Record - 118

DIALOG(R)File 1:ERIC

ED377969 PS022891
Developing and Implementing a Coaching Process To Develop Supervision Skills of Lead Teachers in a School-Age Child Care Program.
Goore, Selma

(cont. next page)

1994
88p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

This practicum designed and implemented a staff training process to help lead teachers in a school-age child care setting improve their supervisory skills and responsibilities in order to improve program practices. The coaching project covered three stages: preparation for coaching, the coaching sessions, and evaluation of the project. Lead teachers attended a series of meetings to prepare for coaching by developing coaching skills, focusing on presentation of research, demonstrating conferencing skills, and giving feedback and support. They then engaged in coaching sessions with each other at their program sites and with at least one additional teacher among their site staff. Staff members recorded evaluations of the coaching process at each session and at the conclusion of the sessions. Project evaluations indicated that the lead teachers gained an understanding of the supervisory process in a school-age child care environment and that coaching can be used successfully to produce more reflective program practices among lead teachers and site staff. (Eight appendices include a description of the lead teacher position, a summary of the pre-training interviews, coaching session data, and a schedule for implementing training of lead teachers as supervisors using coaching. Contains 35 references. (Author/AP)

Descriptors: *Day Care Centers; Elementary Education; Inservice Teacher Education; Instructional Leadership; *Leadership Training; Practicums; *School Age Day Care; Staff Development; Supervision; *Supervisory Training; *Teacher Responsibility; Tutorial Programs

Identifiers: Coaching; *Leadership Development Program; *Lead Teachers

Record - 119

DIALOG(R)File 1:ERIC
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ED377953 PS022821
The Development of a Workable System To Assist Child Care Centers in Acquiring Substitute Staff on a Consistent Basis.
Shaw, Donna L.
1994
43p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

This practicum designed and implemented a program to assist child care centers in acquiring substitute staff on a consistent basis. The steps to develop a pool of trained substitute staff and establish a network between the participating centers were: (1) collecting information by way of a questionnaire; (2) obtaining funds; (3) discovering which centers were in need of this type of service and were willing to participate; (4) hiring and training the prospective substitutes, and (5) developing a contract. At the end of the project, it could not be determined how effective the pool system was for the participating centers. However, one goal achieved was that of networking among the participating center directors. (Seven appendices include sample evaluations, job descriptions of the substitutes, the contract for participating centers, and the 10-week project calendar.) (BAC)

Descriptors: Day Care; *Day Care Centers; Early Childhood Education; Labor Needs; Program Descriptions; *Substitute Teachers

Identifiers: *Network Based Approach; *Staffing Patterns

Record - 120

DIALOG(R)File 1:ERIC
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ED377822 IR016938
Improving the Student's Use of Computers within the Middle School Curriculum through a Multi-Faceted Approach of Increased Computer Accessibility and Varied Teaching/Learning Strategies.
White, Daniel C.
1993
99p.; Doctoral Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

Middle school students are failing to connect what is learned in computer classes to other subject areas of the school's curriculum. Teachers, who often lack basic computer knowledge, are not encouraging computer use, and a lack of computer accessibility and appropriate software compound the problem. A practicum was designed to: (1) move the school's computer lab to a more accessible area; (2) conduct teacher inservice training in different aspects of technology and its application to various subject areas; (3) write grants for additional computers; (4) review and rewrite middle school technology curriculum; and (5) establish cooperative and peer tutoring groups within the computer lab. After implementation, computer lab utilization (hours used) by students and teachers increased 30%. Four out of 16 grants written were approved (a 400% increase), and students demonstrated an average competency skills rating of 75%. The training was

(cont. next page)

well-received by the staff and their technology use skills increased. Eight appendices include a staff questionnaire related to educational technology, student post-tests, teacher evaluations of inservices, a map of a proposed move of the computer lab, agendas for inservice training, a checklist of observations in the computer lab, the technology curriculum, and the administrative response to inservices. (Contains 16 references.) (MAS)

Descriptors: Cognitive Development; Competence; Computer Assisted Instruction; *Computer Literacy; *Computer Uses in Education; *Curriculum Development; Elementary School Teachers ; *Grants; *Inservice Teacher Education; Intermediate Grades; Junior High Schools; Laboratories; Learning Strategies; Middle Schools; *Peer Teaching; Problem Solving; Secondary School Teachers; Thinking Skills

Record - 121

DIALOG(R)File 1:ERIC
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ED377807 HE027992

A Computer Literacy Course for College Level Graphics (Commercial) Art Majors.

Myers, Deborah Rose
17 Oct 1994
117p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

In this practicum, a curriculum is developed for a course in computer literacy for freshmen students in the department of Visual Communications of a private college in south Florida. The target group is 21 students out of a class enrollment of 50 used to decide the effectiveness of the course. Objectives for these students were that they would: (1) score at least 70 percent on an instructor prepared post-survey for computer literacy, a criterion-referenced instrument to assess students' computer literacy; (2) be able to demonstrate a set of skills as observed by the instructor and checked off on a checklist; (3) be able to use the computer graphics drawing program to create a final project, as observed by the instructor and recorded on an observation check-off list. A fourth objective for the practicum was that four Visual Communication teachers at the site would evaluate the curriculum to determine if it has met specific criteria as stated in the outcome objectives. Objective 1 was not completely met. During the course four students dropped out, and of the remaining 17, 12 (94.1 percent) passed the criterion referenced instrument. The practicum did meet Objectives 2, 3, and 4. Appendixes contain forms, correspondence, and instruments from the project as well as practicum results. (Contains 24 references.) (JB)

Descriptors: *Art Education; *College Curriculum; College Freshmen; *Commercial Art; *Computer Literacy; Courses; Criterion Referenced Tests; *Curriculum Development; Higher Education; Instructional Effectiveness; Private Colleges; Undergraduate Study

Record - 122

DIALOG(R)File 1:ERIC
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ED377770 HE027954

The Development of a Competency Based Instructor Assessment Instrument.

Rudasill, Susann E.
25 Nov 1994
71p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

This project developed and tested an objective instructor assessment instrument to measure competencies of instructors who train Florida's child welfare and juvenile justice staff. Data from the literature review were used to identify and rank effective teaching competencies. A competency based instructor assessment scale was then developed using a behaviorally oriented rating scale approach in a format that would allow instructors to self-evaluate their classroom skills. The scale's criteria measure the knowledge, skills, and attitudes deemed necessary to conduct effective training. These criteria were extracted from the instructor competency categories of the International Board of Standards for Training, Performance, and Instruction. A formative review of the instrument was conducted by a five member committee that consisted of two senior trainers, two training administrators, and a training specialist. The draft instrument was then further refined and subjected to preliminary field testing. Results from the field test indicated that four raters had no difficulty using the instrument to rate two certified and two uncertified instructors. The assessment instrument was submitted to the Professional Development Centers headquarters and is being administered to all trainers during the certification process. Appendixes contain instructor competency categories, competency survey results, and the draft evaluation instrument. (Contains 18 references.) (JB)

Descriptors: Child Welfare; Higher Education; Job Training; Juvenile Justice; Personnel; Self Evaluation (Individuals); Teacher Competencies; *Teacher Competency Testing; Teacher Effectiveness; Teacher Evaluation; Teachers; *Test Construction; Test Reliability; Test Validity; *Trainers; Vocational Education Teachers

Identifiers: *Florida

Record - 123

DIALOG(R)File 1:ERIC
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ED377458 CS011924

Increasing Multicultural Understanding and Interaction through a Library Based Effort in a Culturally Heterogeneous Urban Elementary School.

Saykanic, Donna M.
1994
95p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

A practicum was designed for students, faculty, and administrators in an urban elementary school to acquire an increased understanding of other cultures. The practicum setting was a library media center with a student population of 1,205. Two inservice training workshops to inform staff members about the numerous cultures of their students (63% Hispanic, 23% Black, 7% White, and 7% Asian) and the differences in the learning style preferences of students of different cultural groups were conducted; new multicultural books were purchased with a state grant; two fundraising book fairs were held; "Booktalks" were given to teachers and students; pretesting and posttesting of students' multicultural knowledge was administered; books and materials checked out of the library were logged; a questionnaire of teachers' multicultural activities was administered; and a report was obtained from the school principal. Results indicated that: (1) all 55 faculty members implemented multicultural curriculum units in their classes and used learning activities to suit cultural groups' learning style preferences; (2) students in grades 4-6 demonstrated significant gains in knowledge of the history and culture of different cultural groups; (3) the portion of books and materials with multicultural content checked out of the library increased significantly; and (4) no negative interactions between students of different cultural groups were reported to the principal during the last month of the practicum. (Contains 29 references and 8 tables of data. Appendixes present a paragraph from the state monitoring review on multicultural education; data on books checked out of the library; a sample teacher's form to report multicultural activities; examples of four "culture quizzes"; a checklist; and the principal's report.) (RS)

Descriptors: Cognitive Style; *Cultural Awareness; Elementary Education; *Elementary School Curriculum; Intergroup Relations; *Library Role; *Multicultural Education; *Urban Education

Identifiers: Communication Strategies; Cultural Sensitivity

Record - 124

DIALOG(R)File 1:ERIC
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ED377442 CS011904

A Classroom-Home Library: Supporting the Emergent Literacy Development of Preschool Children through Parental Involvement.

Lauer, Lisa M.
1994
81p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

A practicum was designed for parents to acquire the understanding, skills, resources, materials, and wherewithal to support the emergent literacy development of their young (preschool) children. A "Home-School Library" was established for students to have developmentally appropriate books available for parents to read to their children at home daily. Literacy workshops were conducted demonstrating activities and the importance of parents upon the emergent literacy development of their young children. Parent-child activities involving literacy were held in the classroom to enhance parental involvement. Written and oral surveys of the students (about 20) and their parents were conducted to determine the literacy needs of both groups. Results indicate that parents did not have the wherewithal to support the emergent literacy development of their young children. Analysis of data after the implementation had been completed revealed that: (1) parents had a variety of books available to read to their children daily; (2) the number of parents reading books to their children daily increased; (3) the number of parents participating in parent-child activities in school had increased; and (4) the number of parents indicating that they felt "more confident" reading to their children increased. (Contains 39 references and one table of data. Appendixes presents survey instruments, parent comment sheets, bookmarks, and the texts of a story and a song.) (Author/RS)

Descriptors: *Childrens Libraries; Parent Attitudes; *Parent Participation; Parent Student Relationship; Preschool Education; Program Effectiveness; *Reading Aloud to Others

Identifiers: Classroom Libraries; *Emergent Literacy

Record - 125

DIALOG(R)File 1:ERIC
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ED377441 CS011903

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The Development of Standards in Reading and Writing for Kindergarten through Grade 8 through the Creation of Exemplars and Verbal Descriptions.

Doctorow, Roslyn
1994
275p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

A practicum was designed to determine board-wide standards for assessing student achievement in reading and writing in kindergarten through grade 8 by creating analyzed exemplars of student work. Reading and writing indicators were developed to be used as the basis for analyzing the reading and writing exemplars. Teachers collected writing exemplars from the children in their schools. Reading exemplars were developed from videotapes of students involved in reading activities in their school. Both the reading and writing exemplars were analyzed using the indicators as a common set of developmentally appropriate criteria. All board consultative staff attended in-service training sessions to learn how to use the exemplars as standards to assess student writing. Analysis of the data revealed that: (1) more teachers were using computers to keep track of student progress; (2) teachers were using the exemplars as standards to help them assess the work of students; and (3) a number of teachers who responded to the survey have already begun to share the exemplars, criteria, and outcomes with parents and students. The most significant unexpected outcome is the plan to use the writing exemplars with all teachers in the system from junior kindergarten to grade 9 and ultimately through secondary school. (Contains 44 references and 13 figures of data. Appendixes present interview and survey instruments, writing indicators, reading indicators, sample writing and reading exemplars, the revised exemplar format, holistic scoring scales, and a student writing exemplars booklet.) (Author/RS)

Descriptors: Elementary Education; *Evaluation Methods; Inservice Teacher Education; Junior High Schools; Program Effectiveness; *Reading Achievement; Standards; *Student Evaluation; *Student Writing Models; *Writing Achievement

Identifiers: Teacher Surveys

Record - 126

DIALOG(R)File 1:ERIC

ED377435 CG025857

Developing a Substance Abuse Prevention Program for At-Risk Elementary School Students.

Schwartzkopf, Linda
1994
47p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

A lack of adequate substance abuse information at an elementary school prompted this practicum examining at risk students. Classroom guidance lessons on substance abuse prevention were given, which included small group counseling sessions regarding self-esteem and problem-solving skills, followed by posttests. Classroom guidance lessons revealed a need for prevention programs which imparted knowledge about the use and consequences of alcohol and substances. The self-esteem small group sessions showed that students responded positively to assertiveness training and social skill enhancement. Students also benefitted from talks about responsibility, self-discipline and good judgment. Participants indicated a need for all students to join in drug awareness and a desire for more small group counseling sessions and classroom guidance lessons regarding the issues of substance abuse prevention. Parents reported that they felt excluded from their children's substance abuse programs. It was concluded that comprehensive school substance abuse prevention programs should include lessons for students regarding feelings, pharmacology, and self-awareness, as well as involve parents. Students who completed posttests on substance abuse prevention, self-esteem, and problem-solving skills performed perfectly. Contains 18 references. (Three appendices list all three posttests.) (RJM)

Descriptors: Alcohol Abuse; Children; Classrooms; Drug Abuse ; *Early Intervention; Education; *Educational Strategies; Elementary Education; *Elementary School Students; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; *High Risk Students; Kindergarten; *Prevention; *Substance Abuse

Identifiers: *Preventive Education

Record - 127

DIALOG(R)File 1:ERIC

ED377419 CG025702

Alternative Discipline Techniques for Parents and Care Givers of Children Returning Home from the Foster Care System.

Ward, Robin L.
1993
62p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY95

The teaching of positive or alternative discipline techniques to the legal family, who work toward having their

(cont. next page)

children returned to them, does not currently occur at the private foster care agencies with which the children are placed. Therefore this practicum has been implemented to address this need. The children moving from the foster care system back into their legal homes require stability in many areas, including discipline. This refers to teaching disciplinary techniques other than spanking or corporal punishment. A program was proposed for legal families to become familiar with alternative discipline practices used by many of the foster parents within the foster care agency. The word "alternative" is used to imply techniques other than spanking. The practicum project was to teach and make available to legal families and care-givers positive and alternative discipline techniques by meeting with the parents at a convenient location and designing a curriculum. A pre-test and a post-test were used to measure knowledge of alternative disciplines, knowledge of support groups and persons within their communities, and any increase in confidence the legal family may have gained. (Author)

Descriptors: Biological Parents; Child Caregivers; *Child Rearing; Children; Child Welfare; *Discipline; Family Programs ; *Foster Care; *Parent Child Relationship; *Parent Counseling ; Parent Education; *Parenting Skills

Identifiers: *Disciplinary Styles

Record - 128

DIALOG(R)File 1:ERIC
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ED377336 CE067762

Marketing and Early Intervention Strategies To Increase Female Enrollment in Technology Education.

Maehrlein, Joyce J.
Apr 1993
182p.; Doctoral Research Project, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAY95

A series of marketing and early intervention strategies were developed to increase female enrollment in technology education (TE) in a New Jersey township with residents of all social classes/income levels. Among the main project activities were the following: (1) development of a comprehensive curriculum intervention called Technology Education for Lifelong Learning Skills (TELLS), which focused on implementing interdisciplinary gender-neutral technological problem solving in the classroom; (2) presentation of an evening program to increase interest in TE among fifth graders and their parents; (3) organization of a TELLS conference to disseminate information about the curriculum; and (4) development of new curriculum materials, business/technology newsletters, and public relations presentation materials for grades 9 through 12. The initiatives resulted in an increase in female enrollment from 10% to 12% in the grade 8 technology elective course; however, female enrollment in TE in grades 9-12 remained at its previous level (9%). It was concluded that the project was not long enough to bring about the changes in student, teacher, and counselor attitudes required before female enrollment in TE increases significantly. (Contains 45 references. Appended are the following: project survey instruments, information about TELS grant activities and personnel, and sample public relations materials and learning activities.) (MN)

Descriptors: Attitude Change; Change Strategies; *Early Intervention; *Enrollment Management; Evening Programs; Family Programs; *Females; Grade 5; High Schools; Intermediate Grades ; *Marketing; Middle Schools; Newsletters; Program Development ; Program Effectiveness; Public Relations; Secondary Education ; *Student Recruitment; *Technology Education

Identifiers: *Educational Marketing

Record - 129

DIALOG(R)File 1:ERIC
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ED377115 SO024437

Alternative Teaching Strategies To Improve Instrumental Lesson Instruction at the Middle School, When the Budget Has Been Reduced.

Greaser, Thomas C., Jr.
1994
92p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95
Target Audience: Teachers; Practitioners

A middle school student helper teacher program based on some cooperative learning tenants provided alternative instruction to sixth grade instrumental students in music lessons that would have been severely curtailed due to budget reductions and increasing enrollment. Students were grouped on like instruments and divided into subgroups by ability. Each group received practice reviews and instructions from seventh and eighth grade volunteers with the instrumental teacher providing individual help, evaluation, and group instructions. Student helper teachers received training in monthly after school meetings about their problems and concerns with their groups. The results indicated that the students spent more time on task than they would have in a traditional setting. Analysis of skill development revealed that student lesson progress was similar to traditional instruction. Other positive benefits were attitudes among the students of helping instead of competition and increased learning and problem-solving activities of the student helper teachers in preparing for and dealing with their groups. (Author/CK)

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Descriptors: *Bands (Music); *Cooperative Learning; Grade 6; Grade 7; Grade 8; *Instructional Innovation; Intermediate Grades; Junior High Schools; *Middle Schools; Musical Instruments; *Music Education; *Music Techniques; Skill Development; Student Attitudes; Student Motivation

Record - 130

DIALOG(R)File 1:ERIC
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ED376947 PS022739
Facilitating Introductory Adoption Education for Rural Prospective Adoptive Parents by the Use of Mailed Multi-Media Educational Packets.
Naber, Martha B.
1994
37p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

This practicum sought to address the need for increased opportunities for prospective adoptive parents to gain introductory knowledge regarding adoption issues and processes in a rural state in the northeastern United States. A multimedia educational unit containing a 45-minute videotaped presentation and various written materials were developed and produced. Limited advertising was utilized to inform the public of the availability of the unit, which was mailed to 13 prospective adoptive parents who inquired about it. Parent evaluations of the unit indicated that most prospective parents believed that they had gained significant information from the unit, and felt that it was a valuable tool for prospective adoptive parents. Two appendices contain parent survey questionnaires. (MDM)

Descriptors: *Adoption; *Adoptive Parents; Advertising; Check Lists; Educational Attitudes; *Instructional Materials; *Parent Education; Program Development; Program Evaluation; Rating Scales; *Rural Areas; *Videotape Recordings

Record - 131

DIALOG(R)File 1:ERIC
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ED376931 PS022595
Developing and Implementing a Training Program for National Accreditation of State-Licensed Family Child Care Homes.
Shallcross, Mary Ann
1994
51p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

This practicum was designed to set up a training/mentoring program to assist five state-licensed/certified family day care providers to successfully complete the formal application process of the National Association for Family Day Care (NAFDC) and receive NAFDC certification. The major goals of the practicum were: (1) to have five providers become the first in their state to receive NAFDC certification; (2) to have all providers finish the application process; (3) to have all the providers meet NAFDC standards for safety, health, nutrition, learning environment, interacting, outdoor play environment, and professional responsibility; and (4) have three of the providers become future trainers/mentors for family child care training. Twenty family day care providers were interviewed for the program, with the five strongest candidates selected to participate. The five providers received 12 weeks of training and mentoring to assist them in the NAFDC accreditation process. Four of the providers finished the training program and completed the application process, with all four agreeing to become trainer/mentors for future accreditation sessions. Three appendixes contain checklists of provider responsibilities for accreditation, assessment profile criteria, and agreement to become national accreditation trainers. Contains 13 references. (Author/MDM)

Descriptors: Accrediting Agencies; Certification; Child Caregivers; Early Childhood Education; *Educational Quality; *Family Day Care; Mentors; Professional Associations; Program Descriptions; *Program Development; *Program Implementation; *Training; Workshops

Identifiers: *Accreditation Standards; *National Association for Family Day Care

Record - 132

DIALOG(R)File 1:ERIC
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ED376927 PS022531
Facilitating School Transition through Effective Characterization of Skills and Collaborative Planning: The Elementary and Middle School Child.
Gallagher, Vicky A.
1994
125p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

At a small, northeastern suburban elementary school, the records used to characterize the skills and to anticipate the needs of the diverse students in transition (between grades,

(cont. next page)

school levels, or special to regular education programs) did not provide receiving teachers an effective assessment of current performance levels; nor was there adequate planning to facilitate student transitions. This practicum developed strategies to ensure greater success during periods of transition. One component was training initiatives to enable teachers to better assess student performance levels (especially using portfolios) and to deal effectively with special education needs. A second component expanded collaborative planning opportunities so teachers could work together, sharing ideas and expertise, to facilitate school transitions for students. Positive outcomes of the initiative were demonstrated by inclusion of individual education plan summaries and performance assessment data in student cumulative records. An informal survey of teachers revealed that the initiatives improved staff awareness of student strengths and needs, and increased support for orientation activities and participation in the transition planning process. Includes 16 appendices (survey forms; training and planning materials; evaluation and assessment forms; and survey results) are included. Contains 70 references. (TM)

Descriptors: Elementary Education; *Elementary School Students; *Inservice Teacher Education; Junior High Schools; Middle Schools; Portfolio Assessment; Program Effectiveness; Regular and Special Education Relationship; *Staff Development ; Student Evaluation; Student Needs; Teacher Attitudes; Teacher Workshops; *Transitional Programs

Identifiers: Middle School Students

Record - 133

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED376926 PS022511

The Development and Implementation of Training Workshops Directly Related to Programming for Daycare Directors in Northern Canada.

Beckman, Sandra
1993
118p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

Daycare directors in northern Canada, with little or no post-secondary education, face the difficulties of programming for children from diverse cultures. Directors often feel isolated in their small communities, and a lack of programming expertise and early childhood development training for them has become a concern. This practicum designed, implemented, and evaluated a three-part strategy for training daycare directors. First, an initial visit focused on evaluating existing programs and targeting areas for improvement. Second, a one-day programming workshop presented material relevant to each director. The workshop was approximately 6 hours long, during which participants were introduced to a programming method intended to develop the social, physical, intellectual, creative, and emotional aspects of the child. Third, follow-up visits provided feedback to each director and reinforced curriculum programming strategies. Both on-site visits ranged from 3 to 6 hours. The program was evaluated by means of the directors' newly acquired ability to use brainstorming, curriculum webbing, and flow charts for thematic units. Evaluations of workshops indicated that the participating program directors met the goals of the workshops and were receptive and enthusiastic to the strategies and programming ideas presented. (Six appendices contain surveys evaluations, and workshop materials. Contains 28 references. (TM)

Descriptors: *Administrators; *Child Caregivers; Cultural Awareness; Curriculum Development; Day Care; Day Care Centers; Early Childhood Education; Foreign Countries ; *Inservice Teacher Education; *Multicultural Education ; Preschool Children; *Preschool Curriculum; Program Effectiveness; *Staff Development; Teacher Workshops; Training; Workshops

Identifiers: Canada

Record - 134

DIALOG(R)File 1:ERIC
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ED376650 EC303478

A Test and Control Experiment That Will Assess the Effectiveness of Sensory-Bridging, Computer Hardware and Software, in Aiding Visually-Impaired, Deaf, and Dyslexic Students in Achieving Greater Academic Gains as Reflected by Attainment of Proportionately Higher Scores on Simulated Versions of the Standardized TABE Test and a Simulated GED Examination.

Broughton, Georg
28 Mar 1994
60p.; Master of Science Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

This practicum involved the design and implementation of a 4-station computer learning laboratory to enhance the academic learning gains of two visually impaired, two hearing impaired, and two dyslexic students at the Gainesville (Florida) Job Corps Center. The learning laboratory was equipped with computer hardware and software to perform the functions of human surrogate readers, writers, and interpreters. Students were followed while preparing for the General Education Development (GED) examination. Students were given two simulated TABE (Test of Adult Basic Education) tests and a

(cont. next page)

mock GED examination over the course of 4 months. The group that used the sensory-bridging equipment as an alternate modality scored significantly higher than their control counterparts. Appendices include a program brochure, results of reputability and evaluability assessments, budget information, and detailed results of the simulated tests. Contains five references. (DB)

Descriptors: •Adult Basic Education; Assistive Devices (for Disabled); •Computer Uses in Education; Disabilities; •Dyslexia; Elementary Secondary Education; •Hearing Impairments; Learning Centers (Classroom); Learning Laboratories; Sensory Aids; •Visual Impairments; •Vocational Rehabilitation; Young Adults

Identifiers: Florida (Gainesville); •General Educational Development Tests; Job Corps; Test of Adult Basic Education

Record - 135

DIALOG(R)File 1:ERIC
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ED376497 CS214623

Using Young Adult Literature To Promote Recreational Reading in a Senior Basic English Class.

Burden, Mitzi K.
1994
63p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

Students in a senior (grade 12) basic English class were not motivated to read books unless required to do so by their teacher; they did little or no reading for pleasure. To increase recreational reading and instill a love of reading in the 17 subjects, a practicum, in the form of a reading program lasting about 2 months, developed strategies that included student involvement in the reading program, provision of young adult books, encouragement to read in new genres, sustained silent reading, student use of computers, and introduction to public library resources. Students: (1) participated in the development of book selection criteria; (2) chose their own books; (3) created materials to promote peer reading; and (4) evaluated their own reading progress. Although expected outcomes were achieved, a longer implementation period (one full year) is recommended. (Contains 26 references; appended are evaluative instruments, sample worksheets, and a suggested reading list of young adult books). (NKA)

Descriptors: •Adolescent Literature; Basic Skills; Class Activities; English Instruction; Grade 12; High Schools; High School Seniors; •Reading Programs; •Recreational Reading; •Student Motivation; Supplementary Reading Materials

Identifiers: •Reading Motivation; Remedial Intervention; Trade Books

Record - 138

DIALOG(R)File 1:ERIC
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ED376496 CS214622

Increasing the Number and Success Rate of Junior Honors English Students in Taking English Advanced Placement Examinations.

Shipman-Campbell, Alice
1994
55p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

A practicum was developed to increase the number and success rate of junior Honors English students--63 students who were 62% Latino and 38% African-American--taking the English Advanced Placement (AP) examinations. Test strategies that were designed to allay students' innate fears about tests in general and specifically about English language and literature placement tests were taught. Also taught was style analysis of language and literature. As motivation for test success, academic pep rallies were held in the classroom in the same manner as athletic pep rallies. Other key elements that contributed to student success were the daily collaborative learning groups and motivational guest speakers in the classroom. Outcomes were positive. Not only did the number of juniors taking an exam increase, but the students also demonstrated more confidence in themselves as English students and test takers. Teachers involved in this practicum found that early intervention and the empowerment of students with skills and strategies germane to AP exams were critical for their success. An epiphany was realized by many students in the target group before the practicum's end. Much to their surprise, they found that they enjoyed reading, analyzing, and writing about literature. (Includes two tables of data; contains 26 references. Appendix A consists of a 21-item questionnaire for juniors and seniors; Appendix B consists of a literary style analysis pre/posttest). (NKA)

Descriptors: •Academically Gifted; •Advanced Placement; Early Intervention; •English Instruction; High Schools; High School Students; Honors Curriculum; Literary Criticism; Minority Groups; Self Esteem; Student Motivation; Test Anxiety ; •Test Wiseness

Identifiers: African Americans; •High School Juniors; Latinas; Latinos; •Placement Tests; Student Empowerment

BEST COPY AVAILABLE

Record - 137

DIALOG(R)File 1:ERIC

ED376495 CS214621
A Classroom-Based Approach to Improving Revision Skills in Secondary School Students.
Marcus, Margery
1994
51p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

A practicum was designed to improve the internal and external editing skills of high school students so that their papers would reflect thought and care. The target population was 67 regular level tenth grade English students in a predominantly middle class high school in southeastern Florida. A combination of strategies were used to improve writing and revision, such as: (1) meaningful assignments in lieu of artificial expository formats; (2) process journals; (3) trained peer response/editing groups; (4) open-ended responses; and (5) word processing for editing. Data analysis revealed the students' improved attitudes towards both writing and revision, as well as improved grades on writing assignments. (Contains 31 references; appendixes are a questionnaire concerning the student's pre-writing process and a questionnaire on sentence stems.) (NKA)

Descriptors: Class Activities; Editing; Grade 10; High Schools; *Revision (Written Composition); Skill Development; *Writing Attitudes; *Writing Improvement; Writing Instruction; *Writing Strategies

Identifiers: Florida (Southeast); Process Approach (Writing)

Record - 138

DIALOG(R)File 1:ERIC

ED376494 CS214620
Increasing the Writing Process Skills of Second Graders through the Implementation of Portfolios.
McLean, Marlene Christmas
1994
58p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

Second-grade students at a public school in an upper middle class neighborhood had received minimal guidance in the writing process and in self-evaluation of writing progress. In addition, the students did not have the opportunity for meaningful writing daily. A practicum was designed which addressed these problems through the use of portfolios. A teacher-made survey elicited the information that 75 of the 125 students did not like to write; teachers were also surveyed. Workshops explaining the importance of the writing process and how to teach it were presented to the second graders. The workshops provided information about the writing process, peer conferencing, writing centers, modeling the writing process, and writing workshops. The practicum developer served as a resource person for the other second grade teachers and assisted them with setting up writing centers in their classrooms and with the development of student portfolios. Results of the practicum were positive. Analysis of the data revealed that the teachers understood and taught the writing process and that the students showed increased growth in using the writing process and in self-evaluation of their writing growth. (Contains 30 references, the teacher survey, the student survey, and teacher interview questions.) (Author/NKA)

Descriptors: Grade 2; *Portfolio Assessment; Portfolios (Background Materials); Primary Education; *Self Evaluation (Individuals); *Skill Development; Student Surveys; Writing Attitudes; *Writing Processes; *Writing Skills

Identifiers: Process Approach (Writing); Teacher Surveys; *Writing Development

Record - 139

DIALOG(R)File 1:ERIC

ED376450 CS011892
Improving Academic Skills and Study Skills of Elementary School At-Risk Students by Peer and Cross-Age Tutoring.
Mieux, Donna
1993
166p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

A practicum aimed to increase academic competence in math and/or reading and to improve study skill of 27 at-risk students referred by their classroom teachers to the school resource specialist. A before-school peer and cross-age tutoring program for at-risk students was developed. Proteges were monitored on the usage of the following study skills: bringing the proper materials to class, returning homework on time, attending to tasks, and completing class work. The program coordinator presented mini-lessons that centered on

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strengthening weak subject and skill areas. Follow-up activities were facilitated by the coordinator, tutors, and assisting teachers. Students completed school assignments in tutoring sessions by using manipulatives and technology. Practicum results were positive. Posttest scores of the Numbers Test for math development and the Protege Reading Test measuring reading improvement were improved from pretest scores. A teacher survey reported improved study skill usage, as well as improved skills in reading/language arts and mathematics. Report card grades were higher at the close of the intervention. Findings suggest that a supplementary cross-age and peer tutorial program is an effective strategy in addressing the varied needs of the at-risk student. (Contains four figures and eight tables of data; and 17 appendixes of forms, surveys, tests, letters, guidelines, and survey results.) (SR)

Descriptors: Classroom Research; *Cross Age Teaching; Elementary Education; Elementary School Students; *High Risk Students; *Mathematics Achievement; Mathematics Instruction; *Peer Teaching; Program Descriptions; *Reading Improvement; Study Habits; *Study Skills; Tutoring

Identifiers: Teacher Surveys

Record - 140

DIALOG(R)File 1:ERIC
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ED376442 CS011884

Improving the Literacy Growth of Second Grade Students through the Use of Whole Language, Peer Tutoring, Cooperative Learning, and Computer-Based Instruction.

Meroney, Barbara
1994
133p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

A practicum addressed the problem that the traditional Chapter 1 program of a school district had not been effective in promoting literacy growth. The students repeatedly read the same stories with equal lack of success each time. They were not motivated to read or write because the purpose was irrelevant and failure was probable. The strategy used with 22 students in one classroom was to combine research-based whole language approaches with cooperative learning activities, peer tutoring experiences (as tutors and tutees), and computer-based instruction. Learning styles and needs were met while students increased their ability to learn and think critically. Results form the Diagnostic Achievement Battery, reading running records, writing samples, checklists of teacher observations, personal evaluations, and surveys reveal that the students showed notable development in literacy growth. Findings suggest that the planned program of instruction helped the students improve literacy growth with confidence. (Contains 97 references, 7 tables, and 6 figures of data. Appendixes present the writing rubric, checklists and survey instruments, and examples of story mapping and story circle diagrams.) (RS)

Descriptors: Academic Achievement; Computer Assisted Instruction; *Cooperative Learning; *Elementary School Students; Grade 2; *Peer Teaching; Primary Education; Reading Improvement; Student Motivation; *Tutoring; *Whole Language Approach; Writing Improvement

Identifiers: Education Consolidation Improvement Act Chapter 1

Record - 141

DIALOG(R)File 1:ERIC
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ED376441 CS011883

Reading for Pleasure: A Strategy To Improve Elementary Students' Attitudes and Participation in Recreational Reading.

Duran, Manuel, Jr.
1994
81p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

A practicum targeted a need to develop and improve student attitudes toward reading for fun and pleasure. The target group was 30 second-grade pull-out Chapter 1 reading students identified as primarily non-leisure-time readers based on a student/teacher interview questionnaire. A pre- and post-reading attitude survey was administered. Parents of students were also surveyed. A book check-out record procedure was implemented, "Reading Buddies" (instilling a desire to read through mentoring and modeling of the target group participants) was utilized, and reading resources of children's literature (including read along audio tapes and videos) were compiled. Results indicated that: (1) books checked out by the target group almost doubled even though six students did not complete the treatment; (2) target group students who completed the treatment reported reading almost three times as many books; (3) percentile pre- and post-reading attitude test results reflected significant attitude increases in both recreational and academic reading; and (4) parent pre- and post-survey results reflected an increase in observable behavioral changes in target group students' participation in reading related activities. Findings suggest that the treatment was successful and can be applied to other elementary school settings. (Contains 26 references and 5 tables of data. Appendixes present survey instruments, data, "Reading Buddies" guidelines, and a sample

(cont. next page)

letter to parents.) (RS)

Descriptors: *Elementary School Students; Grade 2; Instructional Effectiveness; Parent Attitudes; Primary Education; *Reading Attitudes; *Reading Improvement; Reading Instruction; Reading Research; *Recreational Reading; *Student Attitudes

Identifiers: *Reading Motivation

Record - 142

DIALOG(R)File 1:ERIC
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ED376409 CG025820
Developing a Data Base To Document Effectiveness of a K-12 Rural School-based Family Resource Center for Recipients and Service Providers.
Palmer, Bonnie E. Kendall
1993
107p.; Doctor of Education Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEAPR95

The Family Resource Center (FRC), a recent concept in school-linked services, features a holistic approach to family-school-community collaboration. This practicum addresses four objectives: (1) to document baseline data on original FRC clients; (2) to develop a system for on-going case management facilitation; (3) to identify areas of effectiveness and impact of FRC function on clients and the service delivery system; and (4) to increase public and professional awareness of "what works" in this school-based setting. A service history document, a client/participant survey, and a service provider survey for this study were developed. Forty-nine clients answered surveys while twenty-two service providers responded to questionnaires. Data analysis revealed five conditions: (1) cultural differences in initial client referrals to FRC services; (2) grade level variance in type and volume of need category services for at-risk clients; (3) satisfaction and usefulness indices of FRC efforts for recipients and providers; (4) documentation of systems change within the human service delivery systems; and (5) indicators of FRC impact on client behavior. The FRC has the potential to stimulate the development of a community infrastructure for the support of children and families. Five appendices feature copies of client service record, a survey, and demographic forms. Five tables present some of the statistical distributions. Contains 10 references. (RJM)

Descriptors: Adolescents; *Ancillary School Services; Children; Community Programs; Community Services; Elementary Secondary Education; Family Involvement; Family Role; *Family School Relationship; Guidance Programs; *Partnerships in Education; *Rural Education; *School Community Programs; School Counselors

Record - 143

DIALOG(R)File 1:ERIC
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ED376406 CG025812
Reducing the High School DCT Cooperative Education Drop Out Rate through an Employer/Student Mentor Program and At-Risk Teams.
Cragar, Mary A.
Jun 1994
69p.; Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

This practicum sought to understand why students in a Diversified Cooperative Training (DCT) program did not see the need to earn good grades or to complete their high school education. One hundred DCT programs were surveyed statewide, and it was found that 66 percent reported problems with attendance, 35 percent revealed problems with student attitudes, and 35 percent stated that some students were classified as at-risk. A program was then implemented for ninth- through twelfth-grade DCT students who were identified as at-risk by the full service school team. The solution incorporated community leaders and employers as mentors. Students met with their mentors each week and participated in planned activities. The students' performance was then measured by comparing fall semester grades with spring semester grades following program implementation. Students' grades increased. They failed fewer courses and their time on task increased as a result of better attendance. Nine appendices include charts which compare grades, attendance, and the total students completing the twelfth grade for successful graduation. Many students also attended Chamber of Commerce meetings, social functions, or other types of business interactions as guests of their mentors. The recommendation is that mentors and at-risk teams be used to improve students' attendance and academic performance. (RJM)

Descriptors: *Adolescents; Ancillary School Services; At Risk Persons; *Dropout Prevention; Dropout Programs; Early Intervention; *Education Work Relationship; Employment Opportunities; *High Risk Students; *High Schools; Interpersonal Relationship; *Mentors; Modeling (Psychology); Partnerships in Education; Potential Dropouts; School Business Relationship; Significant Others

Identifiers: Diversified Cooperative Training; *Florida

Record - 144

DIALOG(R)File 1:ERIC
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ED376384 CG025734
The Implementation of an Academic Advising Program To Prepare the High School Student Athlete for College.
Goldman, Brent
Feb 1994
67p.; Master's Practicum, Nova Southeastern University. Appendix B contains broken print and will not reproduce well.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR95

This program was developed and implemented to help prepare the members of a high school football team for the academic expectations of college admission. The program had three goals: (1) to insure that student athletes took proper college preparatory classes during high school; (2) to provide evaluation and tutoring for the students; and (3) to insure that student athletes were prepared for the SAT. First, an appropriate academic program for each member of the team was created, through a series of small group and one-on-one meetings between the student athletes and the school counselor, with NCAA (National Collegiate Athletic Association) admissions criteria used as the foundation. Second, an early morning study hall was implemented for all athletes with a grade point average below 2.5, with a teacher and students present to provide tutoring with the goal of raising the average GPA to 2.5; the goal was surpassed with a team average GPA of 2.8. Third, junior and senior athletes attended a 9-week SAT preparatory class. Fourth, the students' academic progress was monitored each week through the use of forms completed by their teachers. Only one player was lost to inadequate grades at the end of the first marking period. Teachers reported that the student athletes as a group improved their academic and social skills during the 9-week implementation. In summary, the program's major objectives were met with dramatic improvement in the area of academic achievement. Includes 5 appendixes providing information and sample forms on NCAA requirements, individual transcript evaluation, weekly progress report, and student athlete contract. Contains 21 references. (CC)

Descriptors: *Achievement Gains; Adolescents; *Athletes; College Entrance Examinations; *College Preparation; Course Selection (Students); *Educational Counseling; Grades (Scholastic); Higher Education; High Schools; *High School Students; *Study Skills

Record - 145

DIALOG(R)File 1:ERIC

ED376262 UD030176
Using Rap Lyrics To Encourage At-Risk Elementary Grade Urban Learners To Read for Pleasure.
Morrow-Pretlow, Tharyll W.
1994
55p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum was developed to encourage the at-risk urban elementary school student to read for pleasure daily. Participants listened to their favorite rap songs, wrote lyrics for their own rap songs, and then read the lyrics as a text. The practicum was performed in a neighborhood community recreation center that serves urban students from local elementary schools receiving Chapter 1 services and funds. Fifteen students from grades 2 through 6 were identified as at-risk and targeted for the program because they were at least two grade levels below national norms. Interviews with these students indicated that they did not enjoy reading or writing and never did either for pleasure. A review of the literature had suggested to the author that rap music might provide a key to literacy for these students. After writing their songs, students were asked to retell their messages and to read a self-selected book relating to their personal raps. For a variety of reasons, only 6 of the 15 completed the program, but students who did complete the program showed increased pleasure in reading. Increased reading proficiency was reflected in the grades of five of the six. Two appendixes contain the student survey and interview questions. (Contains 32 references.) (SLD)

Descriptors: Elementary Education; *Elementary School Students; *High Risk Students; *Music Activities; Positive Reinforcement; Pretests Posttests; Program Evaluation; *Reading Achievement; Reading Habits; *Reading Instruction; Reading Interests; *Recreational Reading; Relevance (Education); Teaching Methods
Identifiers: *Rap Music

Record - 146

DIALOG(R)File 1:ERIC

ED375967 PS022789
Increasing Parent and Teacher Understanding of the Head Start Policy Council through Improved Communication Activities.
Karas, Elizabeth A.
1994
75p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida

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Journal Announcement: RIEMAR95

A practicum, carried out at a Head Start program in a large southern United States school district, was designed to use inservice training and print and video resources to help Head Start teachers and parents become more knowledgeable about the Head Start Policy Council (HSPC), which involves parents in the decision making in the Head Start program. It was well documented that teachers and parents were not well-informed about the Policy Council, which meant that the local program was out of compliance with the Head Start On-Site Program Review Instrument (OSPRI). Five expected outcomes of the program, reflecting increased teacher and parent knowledge and involvement, were defined; these outcomes were assessed by OSPRI criteria, a teacher questionnaire, results of HSPC elections, attendance at a first meeting, self-assessment results, and an informal telephone poll of parents. Teachers were given inservice training, which familiarized them with research about parent involvement in education and HSPC; they also received monthly follow-up training materials to develop a permanent resource file. Parents attended meetings and received a core parent handbook and additional print information. Analysis of quantitative data revealed that the project goal was attained: teachers and parents did become more knowledgeable about the HSPC, and parents were more involved in the HSPC. (Six appendices include questionnaires and agendas for training sessions and meetings. Contains 15 references.) (TM)

Descriptors: At Risk Persons; *Parent Education; Parent Participation; *Parent School Relationship; *Parent Teacher Cooperation; *Parent Workshops; Preschool Education; *Teacher Education; Training

Identifiers: Head Start Policy Councils; *Project Head Start

Record - 147

DIALOG(R)File 1:ERIC
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ED375966 PS022788

Increasing Parental Involvement by Motivating Parents of Fourth and Fifth Grade Students To Become More Meaningfully Involved in Children's Education.

Morrison, Michelle T.
Jan 1994
65p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

A practicum sought to improve the quality of involvement of fourth- and fifth-grade parents in a southeastern United States elementary school. Despite indications of active involvement in some school events, parents were not involved in student education in a way that affected academic performance. Three outcomes for the 13-week project were defined: (1) increase active parent involvement from 50 to 80 percent; (2) improve parents' attitudes toward involvement by 40 percent; and (3) increase by 50 percent the amount of educational time parents spent at home with children. Strategies for improving parent involvement included nontraditional homework, parent-child performance activities, parent education classes, and a school-based parent resource center. Measurement devices used to assess these outcomes included comparison of parent surveys, return rates of homework assignments, and parent attendance at program activities. According to these measures, all the program objectives were met successfully. (Appendices include newsletters, correspondence, handouts, surveys, and tabulations of results. Contains 21 references.) (TM)

Descriptors: Grade 4; Grade 5; Intermediate Grades; Parent Attitudes; Parent Education; Parent Materials; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; *Parent Workshops

Record - 148

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED375959 PS022757

Building Skills of Child Development Associates in Public School Settings through Weekly Inservice Sessions.

Karnes, Judith A.
1994
58p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum was designed to provide expertise to five child development associates and ten teacher assistants working in two preschool programs for migrant children. Emphasis was on the enhancement of program-related planning, curriculum development, curriculum implementation, and reporting skills. Weekly inservice workshops were developed and presented, in accordance with an agenda that incorporated praise for accomplishments, discussion of blunders, new action planning, follow-up, personal and professional development, and training sessions. Interviews, classroom observations, and school records were consulted to determine the effectiveness of the intervention program. The results indicated that the child development associates and teacher assistants were more able to complete school district and program-required paperwork with greater accuracy than before the intervention. The participants also reported feeling more comfortable in the classroom and less intimidated by classroom visits from the program administrator. (Two appendixes contain copies of the

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classroom evaluation form and survey of job description awareness. Contains 24 references.) (MDM)

Descriptors: *Inservice Teacher Education; *Migrant Children ; Migrant Education; *Preschool Education; Program Descriptions; Program Evaluation; *Program Implementation; Questionnaires; School Activities; *Staff Development; Teacher Attitudes; Teacher Workshops

Identifiers: CDA; *Child Development Associate; Clerical Skills

Record - 149

DIALOG(R)File 1:ERIC

ED375955 PS022737

Providing Developmentally Appropriate Curriculum for Kindergarten-Age Girls in an Informal Education Setting.

Dennison, Martha Jo S.
1994
67p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum sought to provide a model for a local affiliate of the Girl Scouts of the USA, offering a developmentally appropriate curriculum for inner-city kindergarten-age girls at a community recreation center. A hands-on training program was developed and implemented with a group of community volunteers. Program activities were designed to allow girls to choose activities within the framework of the recreation center. Books, stories, songs, and games were used to teach the girls the abstract concepts behind the philosophy of the Girl Scouts organization. Interviews and questionnaires were used to assess the effectiveness of the program. The results of these assessments revealed that the program produced mixed results. Although the number of girls participating was not as high as expected, the data revealed that the seven girls who completed the program possessed a clear understanding of the philosophy of the Girl Scouts and were interested in continued involvement. However, frequent changes in volunteer leadership and ineffective coordination with the recreation center adversely affected the program. (Four appendixes contain the Girl Scout Promise and Law, a participant questionnaire, a participant interest survey form, and a weekly report form of meeting activities. Contains 53 references.) (MDM)

Descriptors: Childhood Attitudes; Community Centers; *Curriculum Development; *Females; Inner City; *Kindergarten Children; Leadership Training; Primary Education; Program Effectiveness; Volunteers; *Volunteer Training; Youth Clubs

Identifiers: Developmentally Appropriate Programs; *Girl Scouts of the USA

Record - 150

DIALOG(R)File 1:ERIC

ED375950 PS022707

Increasing Knowledge and Assessment of Foster Care Children through In-Service Training for Elementary School Educators.

Cormier, Gladys M.
1994
78p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum sought to provide elementary school teachers with the skills and knowledge needed to teach students residing in foster care. The three specific goals of the practicum were: (1) to have all 30 of the teacher participants use teaching strategies appronriate to the education of foster care children; (2) to have at least 25 of the 30 teachers use at least 3 intervention strategies before referring a foster child for behavior problems; and (3) to decrease the number of foster care children referred for special education assessment. Inservice teacher training sessions were developed and conducted to achieve these goals. Teacher appraisal worksheets, behavior referrals, and suspension charts were used during the implementation phase to document the teachers' growth. A post-intervention assessment was completed by teachers to document their understanding of the needs of foster children. Analysis of the assessment data, classroom observations, and school records indicated that all three goals of the practicum were met. (Two appendixes contain strategies for healthy preschool and school-age child development and suggestions on how teachers can help children cope with stress. Contains 41 references.) (MDM)

Descriptors: Behavior Problems; *Educational Strategies; Elementary Education; *Elementary School Teachers; *Foster Children; High Risk Students; *Inservice Teacher Education; Intervention; Needs Assessment; Program Descriptions; Program Development; Referral; Special Education; *Teacher Attitudes; *Teaching Methods

Record - 151

DIALOG(R)File 1:ERIC

ED375945 PS022659

Improving Parent/Staff Communication through Cooperative Preschool Workshops.

Reazor, Cynthia M. Hall
1994

(cont. next page)

52p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

A practicum was designed to increase the lines of positive and effective communication between parents and teachers in a preschool setting. Poor parent-teacher communication (due to lack of knowledge or experience) was documented. The program sought to improve communication regarding the child's developmental and personal progress. The 8-month program consisted of staff meetings, six cooperative parent-staff workshops, monthly newsletters, and parent participation in school programs. Implementation topics included academic appropriateness, developmental landmarks, discipline, Montessori philosophy, self-esteem, and stress. Evaluation (based on observation, feedback, topic review, and a survey) showed that providing parents and staff a joint educational experience in the form of a workshop increased their knowledge base and enhanced the parent-teacher relationship and communication between home and school. Parents and staff increased their ability to communicate comfortably and effectively about children's issues. (Four appendices contain surveys and topic reviews. Contains 18 references.) (TM)

Descriptors: *Inservice Teacher Education; Interpersonal Communication; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; *Parent Workshops; Preschool Children; Preschool Education; *Preschool Teachers; Program Effectiveness; Staff Development; *Teacher Workshops

Record - 152

DIALOG(R)File 1:ERIC
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ED375944 PS022656
Increasing Teachers' and Students' Skill Levels of Conflict Resolution and Peer Mediation Strategies through Teacher and Student Training Programs.
Korn, Jeanne
1994
128p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

An increase in verbal and physical encounters among elementary students led to the implementation of a conflict resolution program to assist teachers and students in solving interpersonal problems. The project was implemented over 8 months in grades three through five in a private elementary school. The goal of the project was to teach students and teachers to use more effective mediation skills when solving conflicts with peers. To achieve its goals, the program focused on communication skills, practice in problem-solving strategies, and exposure to techniques in cooperation and affirmation. The expected outcome was that 8 of the 10 teachers in need of training would develop an understanding of conflict resolution strategies, and 40 of the 50 students would begin using conflict resolution strategies to solve their problems. Outcomes were measured through analysis of results of pre- and post-implementation assessments. As a result of the program, all 10 teachers developed an understanding of effective conflict resolution strategies, and 46 of the 50 students reported the use of conflict resolution strategies. (Appendices include faculty and student assessments, a teacher training packet, student mediation activities, and the letter to parents. Contains 21 references.) (SWW)

Descriptors: Aggression; Change Strategies; *Conflict Resolution; Elementary Education; *Interpersonal Communication; *Interpersonal Relationship; Problem Solving; Program Descriptions; Questionnaires; *Teacher Workshops
Identifiers: *Conflict Management; Peer Mediation

Record - 153

DIALOG(R)File 1:ERIC
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ED375943 PS022654
A Program To Improve the Developmental and Intellectual Growth of Students in Kindergarten and First Grade.
Ursits, Mary L.
Mar 1994
266p.; Ed.D. Major Applied Research Project Report, Nova Southeastern University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

A practicum was developed and implemented to address developmental and intellectual delays in primary students in a Georgia elementary school. The program's need resulted from the identification of 18 to 21 percent of the kindergarten and first-grade level students as developmentally delayed or academically unprepared for their grade placement. Because the literature suggests that school-based teacher support teams are successful in assisting teachers and students with learning problems, the following three strategies were developed to address the needs of these students: development of a plan to improve curriculum goals that address the developmental and intellectual needs of students in these grades; development of appropriate assessment criteria; and development of a Student Support Team (SST) procedure for

(cont. next page)

preparing individual student instructional plans. The project was evaluated through the collection of data on three groups of students during the 1992-1993 school year and the first semester of the 1993-1994 school year. The project resulted in 63 percent of kindergarten students referred to the SST during the 1992-1993 school year being dismissed from the SST within the first year, and 93 percent of the students dismissed by the end of the first semester of the 1993-1994 year. (Appendices include teacher and parent questionnaires, summaries of student data, the Student Support Team annual summary form, and summaries of student referrals. Contains 29 references.) (SW)

Descriptors: Academic Achievement; *Developmental Delays; *Elementary School Curriculum; Grade 1; *Intellectual Development; Kindergarten; Primary Education; Program Descriptions; School Readiness; *Student Improvement; *Student Needs

Identifiers: Student Support Teams

Record - 154

DIALOG(R)File 1:ERIC
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ED375931 PS022555

Implementation, in a Child Care Setting, of Multicultural Awareness Training for Teachers of 2 Year Olds.

Sweigman, Lou
1994
180p.; M.S. Practicum Report, Nova University. Handwritten portions of the document may not reproduce well.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

A training program was implemented for teachers to increase the quality and quantity of developmentally appropriate multicultural education for 2-year-olds at a child care center in which the children and teachers were predominantly Euro-American. The 10-week training program used readings, videos, discussions, and guided imagery to: (1) raise teacher consciousness about how cultural values and ethnic perspectives affect teaching style and content; (2) to improve each teacher's ability to devise and deliver a multicultural curriculum; and (3) to increase teacher understanding of how 2-year-olds arrive at racial awareness, attitude, and identity. Program outcomes were evaluated using pre- and post-training questionnaires, teacher and parent surveys, ratings of classroom environments, and journal entries. Results indicated that teachers' awareness of their attitudes toward race increased, and classroom environments underwent significant change. (Thirty-one appendices include staff and children descriptions, rating scales and teacher responses, surveys and journal excerpts, lesson plans, and classroom photographs. Contains 32 references.) (TM)

Descriptors: Attitude Change; *Child Caregivers; Classroom Environment; Cultural Awareness; Day Care; *Day Care Centers; *Inservice Teacher Education; *Multicultural Education; Preschool Curriculum; *Preschool Education; Preschool Teachers; Program Effectiveness; Racial Attitudes; Staff Development; Teacher Attitudes; *Teacher Workshops; Toddlers

Identifiers: Developmentally Appropriate Programs

Record - 155

DIALOG(R)File 1:ERIC
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ED375928 PS022509

Using Staff Development To Improve Preschool/Elementary Teachers' Skills in Working with and Involving Parents.

Malaspina, Barbara A.
1993
106p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum was designed to strengthen preschool and elementary school teachers' abilities and commitment to working with parents and including them as active participants in the education of their children. It sought to help teachers identify beliefs about involving parents in the classroom and school, and to develop materials and activities to be used in staff development forums that could assist teachers in acquiring skills for working with parents. A program of teacher workshops, activities, and handouts was developed and implemented. Pre- and post-intervention surveys and interviews were conducted to determine the effectiveness of the program. An evaluation of the survey and interview results concluded that the overall effects of the intervention were positive. Teachers increased their awareness of beliefs concerning parent involvement and increased their readiness to reach out and involve more parents. Supervisors reported that teachers improved relationships with parents and that parents exhibited more positive attitudes towards collaborating with teachers. Parents indicated that the practicum addressed a perceived need. (Six appendixes contain teacher workshop agendas, the parent interview survey, a materials evaluation checksheet, teacher survey, and a supervisor interview form. Contains 68 references.) (MDM)

Descriptors: Attitude Change; Elementary Education; Elementary School Teachers; Parent Attitudes; *Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Preschool Teachers; Program Development; Program Implementation; Questionnaires; *Staff Development; *Teacher Attitudes; *Teacher Workshops

Record - 156

DIALOG(R)File 1:ERIC
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ED375889 JC940605
The Development of a Faculty Development Workshop on Computer Access to the Internet. Revised.
Cunningham, Pearley
Sep 1994
58p.; Ed.D. practicum report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAR95

A practicum was undertaken to develop a syllabus and support manual for a faculty development workshop in on-line information gathering and communication through the Internet for faculty at the Community College of Allegheny County (CCAC) in Pennsylvania. The practicum sought to determine the appropriate content and amount of time faculty would be willing to spend in an Internet workshop. Research procedures included a literature review on the impact of technology and education, an Internet demonstration for college faculty, and extensive research of on-line resources. The practicum resulted in the development of a 3-hour workshop titled, "Traveling the Data Highway." The workshop provided hands-on experience and a 26-page resource manual. Based on study findings, several recommendations were made to the CCAC Director of Computer Services, including the following: (1) the workshop be offered at the start of each semester; (2) faculty be encouraged to share their on-line experiences by e-mail; (3) the computer lab be connected to the Internet to provide workshop facilities; and (4) the workshop be revised annually to keep up with rapid Internet changes. The study concludes that a short Internet workshop can provide an opportunity to improve faculty scholarship and reduce feelings of faculty isolation. Appendixes include the workshop syllabus and the "Traveling the Data Highway" manual, which covers the history of the Internet; exercises for using e-mail and searching on-line library catalogs at other colleges and universities; and descriptions of 10 online public access catalogs. (KP)

Descriptors: Community Colleges; *Computer Networks; Electronic Mail; *Faculty Development; Information Networks; *Online Catalogs; Online Searching; *Online Systems; *Teacher Workshops; Two Year Colleges
Identifiers: *Internet

Record - 157

DIALOG(R)File 1:ERIC
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ED375868 JC940529
Development and Implementation of a Parent Education Outcome Assessment Technique.
Hobbs, Sylvia H.
1994
95p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

A project was undertaken at a suburban community college to develop a Classroom Assessment Technique (CAT) that would enable parent education teachers to determine what parents learned from the lecture/discussion component of the program and whether or not the parents implemented the lessons learned. The CAT was used over a period of 6 weeks by full- and part-time instructors who taught in the parent education program. The CAT requires teachers to: (1) choose the parent education class in which to carry out the CAT; (2) choose the parent education topic to be taught; (3) write down two learning goals for that topic; (4) write down two objectives for each goal; (5) formulate the objectives into questions to be answered by the questions in the class; (6) before teaching the topic, ask parents to anonymously answer one set of questions about the topic; (7) after teaching the topic, ask parents to answer a second set of questions; and (8) one month later, give parents a third set of questions on the same topic. A total of 2,46[illegible] questions were answered by parents during the outcome assessment survey. Out of 185 parents who completed the follow-up questionnaire, 90% stated they used class information to enhance their parenting. Parents improved and retained their knowledge 4 to 6 weeks after the class was taken. However, less than 75% of the instructors rated the CAT useful or better, many criticizing the time it took away from teaching. Future recommendations include giving instructors more time to formulate goals, objectives, and assessment questions; and planning how to provide parents with information about the assessment program without jeopardizing the outcome. Appendixes include the CAT project description, instructor survey, parent questionnaire, and program implementation guide. (KP)

Descriptors: College Faculty; Community Colleges; *Evaluation Methods; *Outcomes of Education; *Parent Education; *Program Effectiveness; Questionnaires; Student Evaluation of Teacher Performance; Surveys; Teacher Attitudes; Two Year Colleges

Record - 158

DIALOG(R)File 1:ERIC
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ED375756 HE027855
Development of a Plan To Improve the Morale, Image, and

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Service of the Bursar's Office at Nova Southeastern University.
Peskin, Carole Ann
Oct 1994
33p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95
Target Audience: Administrators; Practitioners

This paper reports on a proposed project to be undertaken to improve the morale, image, and service of the Bursar's Office at Nova Southeastern University. The project calls for: (1) a brainstorming meeting of the bursar's office staff; (2) bursar's office staff to offer suggestions to improve services; (3) the encouragement of teamwork and collaboration among the staff; (4) improvement of staff development and new employee orientation activities; (5) modeling of behaviors conducive to improved service and morale by the university bursar and controller; (6) increased individualized contact between staff and students; and (7) staff recognition and encouragement. Two appendixes provide an organizational chart of the bursar's office and a timeline for the implementation of the project. (MDM)

Descriptors: *College Administration; *Educational Finance; *Financial Services; Higher Education; Morale; *Program Improvement; *Public Relations; Quality Control; Staff Development; Student School Relationship; Universities

Identifiers: *Bursars Offices; *Nova Southeastern University FL

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DIALOG(R)File 1:ERIC
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ED375579 EC303418

Establishing Social Skills for Exceptional Needs Students and Their Nonhandicapped Peers in the Elementary Classroom Utilizing a Social Skills Training Program.
Haak, Julie A.
8 Nov 1993
91p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This practicum was designed to teach appropriate social skills to mainstreamed elementary students with disabilities. It was determined that mainstream classroom teachers did not have adequate knowledge of social skills to promote interaction and develop friendships between disabled students and their nondisabled peers. A social skills inservice training program was provided for 28 elementary classroom teachers and a social skills training program guide was disseminated, covering friendship, cooperation, feelings, aggression, and stress. Social skills activity lessons were conducted in the classroom for all disabled an nondisabled students. Classroom teachers were provided opportunities to consult with support staff who helped implement social skills training in the mainstream. Weekly parent support meetings were held to discuss social skills concerns. Interviews with teachers and a pre/post-implementation questionnaire completed by teachers supported the positive impact of the social skills training program. Eighty-five percent of 430 mainstream nondisabled students were able to demonstrate an understanding and respect for their disabled peers. Practicum objectives concerning interaction with nondisabled peers within the community and parents' joining of support organizations were not met. Appendixes contain copies of questionnaires and an outline of the training program. (Contains approximately 70 references.) (JDD)

Descriptors: *Disabilities; Elementary Education; Friendship; *Inservice Teacher Education; Interaction; *Interpersonal Competence; *Learning Activities; Mainstreaming; Parent Participation; *Peer Relationship

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DIALOG(R)File 1:ERIC
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ED375466 EA026158

Improving Communication Skills among High School Assistant Principals To Increase Administrative Team Effectiveness.
Hosack, Mary Browne
May 1994
53p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR95

This paper describes a practicum program that was developed to increase the effectiveness of the administrative team at one high school. A lack of communication skills had prevented the target group from working together as a team. Strategies included role-play activities, workshops, and communication skill-development meetings. A series of surveys were administered to the administrative team and the entire school faculty to measure change in the team's effectiveness and faculty members' attitudes. Two out of four program objectives were achieved: (1) the team members reached consensus on a series of hypothetical discipline scenarios; and (2) they reported in a self-evaluation survey that they had improved their communication skills. However, the faculty did not consistently rate the administrators' skills as significantly

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improved, nor did they perceive the administrators as enforcing rules fairly. It is recommended that the school develop an inservice program for teachers in conjunction with the administrative inservice program. Appendices include samples of the scenario evaluation form, the Administrative Communication Self-Evaluation Survey, the Administrative Team Effectiveness Survey, and the Climate Survey. (LMI)

Descriptors: *Administrator Effectiveness; *Assistant Principals; *Communication Skills; Group Unity; High Schools; *Interpersonal Communication; *Interprofessional Relationship; *Teacher Administrator Relationship; Teamwork

Record - 161

DIALOG(R)File 1:ERIC
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ED375363 CG025787

Building a Good Self-Esteem for Certain Fifth Grade Children through Cooperative Learning, Individualized Learning Techniques, Parental Involvement, and Student Counseling.

Tanksley, Mary D.
1994
53p.; Ed.D. Practicum, Nova University. Color graphs may be difficult to interpret.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAR95

Low self-esteem frequently impedes students' academic achievement. By incorporating different learning and teaching strategies, this practicum attempted to build self-esteem for fifth grade students who exhibited low self-esteem. Participants were selected based on their attendance, academic achievement, and/or behavior. The writer incorporated activities that promoted cooperative learning, parental involvement, and counseling for the students. Class instruction was designed to target low self-esteem students which allowed them to use their individual interests and learning styles for academic achievement. The researcher employed different strategies such as giving low self-esteem students leading roles in class plays, involving all parents in the classroom rather than just the guardians of the study participants, and developing class cooperative groups to build self-esteem. Results indicated that classroom behavior, attendance, and academic achievement improved for the study group. A self-report questionnaire revealed that the students' self esteem also improved. The researcher considered parent involvement as critical in developing a positive self-esteem for some students. Four colored graphs represent the practicum's results. Four appendices provide forms for student records as well as a copy of the self-esteem survey. Contains 17 references. (RJM)

Descriptors: Children; *Cooperative Learning; Elementary School Students; Fine Arts; *Grade 5; *Individualized Instruction; Individual Needs; Intermediate Grades; Parent Participation; Parent School Relationship; Peer Counseling; *Self Esteem; Student Attitudes; Student Motivation; *Student Problems

Record - 162

DIALOG(R)File 1:ERIC
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ED375340 CG025654

Program To Increase Selected 9th and 10th Graders' Career Decision-Making Skills.

Lee, Linda D.
Apr 1993
190p.; Doctoral Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEMAR95

This study addresses some of the career decision challenges facing 9th- and 10th-grade students. The researcher discovered that many students possessed inadequate decision-making strategies, that counselors did not focus on career planning prior to and during registration, and that the school district lacked a comprehensive career guidance program. Perusal of career guidance records and district policies revealed numerous factors that contributed to the dilemma: counselors lacked the time to adequately work with students; the school district emphasized the college preparatory curriculum; high unemployment rates coupled with an agrarian-based economy provided dim prospects; and insufficient teacher involvement hindered career development. Five strategies to address these difficulties are proposed: (1) a preliminary, comprehensive career guidance program; (2) a "teacher replacement program" encompassing visits from business and industry representatives; (3) field experiences for students; (4) increased parental involvement; and (5) mini sessions which focus on ethical decision making. The school implemented all five proposals. As a result, selected students made more appropriate career decisions and the preliminary, comprehensive career guidance program became the foundation for the development of a district-wide program. Sixteen appendices and six tables detail a variety of program outlines, surveys, job information, and career-development activities. (RJM)

Descriptors: Adolescents; *Career Awareness; *Career Guidance; Career Planning; Careers; *Decision Making; Employment Opportunities; *Grade 9; *Grade 10; Guidance Personnel; High Schools; *High School Students; Occupational Aspiration; Occupations; School Counselors; School Guidance; Vocational Interests

(cont. next page)

Identifiers: South Carolina

Record - 183

DIALOG(R)File 1:ERIC
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ED374912 PS022756
Improving Guidance Techniques for Early Childhood Program through Inservice Training and Observation.
Treme, Cindy Gehron
1994
81p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

A practicum was conducted at a rural hospital-subsidized child development center to reduce the inappropriate responses of teachers in meeting the needs of children from 6 weeks to 6 years of age. Informal observations indicated that staff members of the center were not using child development knowledge in guiding and responding to children. The physical environment was not arranged to support active learning, open-ended experiences, or language development; daily experiences at the center were not structured to give children and adults the greatest potential for interaction. A series of inservice training sessions, addressing the areas of early childhood development, learning environment, learning experiences, and supportive staff responses, were conducted on-site for all 20 staff members. Staff members were divided into teams and assigned to one of two supervisors who served as consultants and facilitators. After each training session, the supervisor and staff member agreed on goals to achieve in relation to inservice knowledge and skills. Implementation was monitored, and data were collected in a portfolio. Progress was reviewed and evaluated by the staff member and supervisor. Subsequent to the training sessions, inappropriate responses declined, and appropriate techniques of supporting child development increased. (AC)

Descriptors: *Classroom Techniques; Day Care Centers; Discipline; Employer Supported Day Care; *Inservice Teacher Education; Preschool Children; Preschool Education; *Preschool Teachers; *Teacher Guidance; Teacher Role; *Teacher Student Relationship
Identifiers: Developmentally Appropriate Programs

Record - 184

DIALOG(R)File 1:ERIC
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ED374907 PS022738
Increasing the Growth in Prosocial, Nonviolent, Problem-Solving Skills of Kindergarten Students through Conflict Resolution Skills.
Benton-Murray, Janet M.
1994
64p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

A practicum was conducted at a small, private elementary school to introduce strategies that would reduce kindergarten classroom disruptions and playground disturbances due to fighting, verbal confrontations, and disregard for authority and rules. A survey conducted at the school revealed that kindergarten teachers handled a daily average of 10 disruptions in their classroom without making referrals to the administration. Causes of the problem were identified by observations, interviews with staff, daily checklists, and the teacher survey, indicating that the lack of nonviolent problem-solving skills was a major contributor to the frequency of classroom disruptions. A four-step method of conflict resolution was used, along with open-ended stories, art, music, and role play, to teach children to identify their emotions and settle conflict situations nonviolently. Choices of appropriate methods of problem evaluation, recognition of emotions, and acceptance of responsibility for actions were sequentially presented using small- and large-group interaction and role playing. The study population consisted of 25 kindergarten students. Results of a post-intervention teacher survey revealed a positive trend toward the reduction in the number of disruptive incidents requiring teacher intervention, as well as an increase in the number of incidents children were able to resolve successfully on their own. (AC)

Descriptors: Aggression; *Behavior Problems; *Conflict Resolution; *Interpersonal Competence; Kindergarten; *Kindergarten Children; Primary Education; Problem Solving; Program Effectiveness; Prosocial Behavior; *Social Cognition; Social Influences; Student Behavior; Teaching Methods

Record - 185

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED374634 EC303359
Improving Delivery of Vocational Evaluation Services for Secondary Special Needs Students in Norfolk Public Schools.
Feldt, Glenda D.
Aug 1993
172p.; Ed.D. Research Project Report, Nova University. Some appendices contain small print.
EDRS Price - MF01/PC07 Plus Postage.

(cont. next page)

Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEFEB95

When legislation extended vocational assessment services to limited English proficient and economically/educationally disadvantaged students, which comprise 72 percent of grade 8-12 students in Norfolk (Virginia) Public Schools, innovations were needed to offer expanded services without additional personnel. A multiphase model of vocational assessment for special populations was developed, based on interviews with leaders in the field of vocational evaluation, a statewide survey of vocational evaluation centers, and a review of the literature. The Management Information Systems office tabulated information on students to identify those who met federal and state definitions of special populations. The middle school guidance and testing personnel added the Differential Aptitude Test to their testing program. Thus, the practicum resulted in all eighth grade students receiving a vocational aptitude and interest test, students with disabilities receiving streamlined vocational evaluation services, and fewer students needing a comprehensive vocational evaluation. The model has been cost-effective and complies with regulations. Appendixes provide survey forms, survey data, and administrative documents. (Contains approximately 60 references.) (JDD)

Descriptors: *Delivery Systems; Disabilities; *Economically Disadvantaged; *Educationally Disadvantaged; Evaluation Methods; *Limited English Speaking; Models; Program Development; Secondary Education; Secondary School Students; Special Needs Students; Student Evaluation; *Vocational Evaluation

Identifiers: *Norfolk City Schools VA

Record - 166

DIALOG(R)File 1:ERIC
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ED374606 EC303328

A Program Designed and Implemented To Alleviate Feelings of Isolation for the Extended Families of Primary, Severely Emotionally Disturbed Children through an Educative and Social Support Network.

Halpin, Sheila
26 Jul 1994
64p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum was designed to alleviate feelings of isolation experienced by parents and extended family members of 17 primary students with severe emotional disturbance (SED). Practicum activities included biweekly educative and social support workshops for the parents and extended family members; an educative newsletter; pre-implementation and post-implementation surveys of all participants; a library of books and periodicals for participants; facilitation of a peer "buddy system"; and dissemination of information about medical, psychological, and social resources within the community. The practicum resulted in 15 extended family participants receiving information and support pertaining to issues surrounding the child's disability. The participants exhibited an improved attitude in coping with the disability, and 11 of them demonstrated an improvement in their emotional reactions to the disability. Appendices contain copies of various survey forms. (Contains 36 references.) (JDD)

Descriptors: Child Rearing; Emotional Adjustment; *Emotional Disturbances; Family Involvement; Networks; *Parent Education; *Parent Participation; Primary Education; Program Development; *Social Support Groups; Workshops

Record - 167

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED374605 EC303327

A First-Grade Inclusion Model That Trains Classroom Teachers To Modify and Develop Curriculum for Language-Learning Disabled Students.

Reblin, Patricia A.
6 Jun 1994
73p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum determined that students with language learning disabilities were not experiencing success in the regular classroom, and skills acquired in a pull-out program were not generalizing to the regular classroom. The practicum piloted a first-grade inclusion program which called for the resource room teacher and speech language pathologist to co-teach with the classroom teacher for 8 hours weekly. The three educators cooperatively modified curriculum for all language levels and co-taught lessons for the whole class along with daily small group cooperative learning lessons with teachers as facilitators. Data indicated that the number of referrals for speech and language services dropped somewhat, and staff felt that students had done better in the regular classroom than they would have in a pull-out program. Achievement increased along with social and pragmatic skills though not all students met the practicum objectives. Because learning experiences were connected, there was no problem with skills taught in the resource room generalizing to the

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classroom. The study concludes that implementation of such a co-teaching arrangement requires staff who are compatible, initial training, ample planning time, and a low teacher/student ratio. Copies of questionnaires used to assess staff attitudes toward the program are provided in appendixes. (Contains 19 references.) (JDD)

Descriptors: Generalization; Grade 1; *Language Acquisition; *Language Impairments; *Learning Disabilities; *Mainstreaming; Primary Education; Resource Teachers; Social Integration; *Speech Therapy; *Team Teaching; Therapists

Identifiers: Inclusive Schools; Teacher Collaboration

Record - 168

DIALOG(R)File 1:ERIC

ED374604 EC303326

Strategic Planning and Implementation of a Project that Supports an Early Childhood Special Education Team in Their Implementation of Recommended Practices.

Cross, Alice Frazeur
1 Jul 1994
129p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum aimed to facilitate development and implementation of recommended practices by an early childhood special education team working with a University Affiliated Program (UAP). A site development project was being developed in response to the recognition by UAP center staff that their activities were not sufficient in helping early childhood programs implement recommended practices. The practicum was designed to close four gaps that had been identified in the site development project: (1) the absence of an organizing structure; (2) the need to gather information about the site team; (3) the need to identify and implement effective staff development strategies; and (4) the need to identify barriers to implementation of recommended practices. A strategic plan was developed by the project team, including a vision, values, operating principles, goal, objectives, and time line of activities. Although delays impacted project implementation, a strategic plan was developed, a self-study by the site team was nearly completed, procedures and forms for selecting staff development strategies were drafted but not tested, and barriers to implementation of recommended practices were identified but plans to resolve them had not yet been made. Appendices contain various practicum administration materials. (Contains approximately 65 references.) (JDD)

Descriptors: *Disabilities; Early Childhood Education; Early Intervention; Educational Methods; *Educational Practices; Inservice Education; *Program Development; Program Implementation; Special Education; Staff Development; *Strategic Planning; *Technical Assistance

Identifiers: *University Affiliated Training Programs

Record - 169

DIALOG(R)File 1:ERIC

ED374603 EC303325

Improving Communication and Collaboration between Health Care and Education Professionals by Increasing Understanding of Common Issues Concerning Medically Fragile and Special Needs Children.

Habersang, Pia
30 Aug 1994
57p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum was designed to improve communication and collaboration between health care providers and early childhood intervention educators who provide services to children (ages 7 months to 4 years) who are medically fragile or have other special needs and their families. The lack of communication or collaboration is documented, and a causative analysis is provided. In-service seminars were developed and presented by a licensed Clinical Nurse Specialist in pediatrics to both professional groups, separately, on topics concerning special needs children. Education laws were used as a frame of reference, with discussions emphasizing the significance of the laws to both professions in dealing with special needs children and their families. Informal interviews were conducted with families of special needs children to assess their perception of communication and collaboration between health care providers and educators involved with their children. Results indicated that the exposure to the in-service seminar resulted in communication and collaboration, as evidenced by documentation in the medical records of the special needs children. Appendices provide a copy of the medical records review instrument, family interview questions, an outline of the inservice seminar, and an inservice evaluation form. (Contains 23 references.) (JDD)

Descriptors: Agency Cooperation; Cooperative Programs; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; Health Personnel; Inservice Education; *Interpersonal Communication; *Interprofessional Relationship; Medical Services; Parent Attitudes; *Physicians; *Special Health Problems; Teachers; Teamwork

Identifiers: *Medically Fragile

Record - 170

DIALOG(R)File 1:ERIC

ED374602 EC303324
Educational Interventions for Visual-Motor Deficiencies That Affect Handwriting in School-Aged Children.
Dikowski, Timothy J.
10 Aug 1994
73p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum was designed to remediate handwriting skills in school-aged children who displayed visual-motor deficiencies that affect mechanical skills. Practicum goals were to: (1) identify and diagnose children with handwriting delays; (2) involve school and parent interaction by involving them with pre- and post-program assessment; (3) involve identified children in a visual-motor program to develop mechanical abilities; and (4) measure data to assess effects of training on individual children. Ten students referred to a private clinic providing educational, psychological, rehabilitation, visual, and medical services served as subjects. Practicum activities included using computer programs to develop visual tracing, closure, pursuits, and spatial integration and using haptic writing and visual auditory tactile kinesthetic integration to reinforce the visual-motor process. Results indicated that 8 of 10 children showed improvement in visual-motor integration skills, 5 children showed improvement in visual skills related to handwriting functioning, and parents and teachers reported significant improvements in children's handwriting abilities. Appendices contain a referral form, a case history form, a handwriting checklist, a handwriting inventory, and a discussion of remediation techniques for improving handwriting. (Contains 40 references.) (JDD)

Descriptors: Computer Assisted Instruction; Elementary Education; *Eye Hand Coordination; *Handwriting; Perceptual Motor Coordination; *Perceptual Motor Learning; Psychomotor Skills; *Remedial Instruction; Sensory Integration; Spatial Ability; *Writing Difficulties; *Writing Instruction

Record - 171

DIALOG(R)File 1:ERIC

ED374601 EC303323
Increasing Grades and Improving the Quality of Writing of 8th Grade Home/Hospital Students with a Comprehensive Writing Curriculum.
Rockwell, Judith Marlene
1 Jul 1994
67p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum involved developing and implementing a comprehensive writing program to improve the academic achievement and increase the writing ability of five home/hospital students in a central Florida county. The target group of home/hospital students was assigned to an eighth grade language arts class. Writing techniques used to build writing skills via teleclass instruction included: students created an expository essay on a topic of their choice, a "Who am I?" essay, different types of paragraphs, expository and persuasive essays, and biographical compositions; students were introduced to writing resource books; students discussed skills involved in reading to others, listening skills, note-taking skills, and skills for cooperative learning; students learned about the writing process, thinking skills, and types of essays; and students shared their essays and discussed with each other their strengths and weaknesses. Student success was measured by comparing first and second semester grades and scores from the Florida Grade 8 Writing Assessment. An anticipated score of three points or higher on the holistic scoring rubric was not achieved, but a score equivalent to the average score of other eighth grades in the district was achieved, and grade point average increased from 1.8 to 2.75. Appendices provide assessment results and a writing syllabus. (Contains 21 references.) (JDD)

Descriptors: Chronic Illness; Grade 8; *Hospitalized Children; Instructional Effectiveness; Junior High Schools; *Writing (Composition); Writing Achievement; *Writing Difficulties; Writing Improvement; *Writing Instruction

Record - 172

DIALOG(R)File 1:ERIC

ED374600 EC303322
Improving Communication Skills with an Augmentative Communication Program for Primary Severely Physically Impaired Students.
Lanigan, Paula
27 May 1994
93p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

This practicum aimed to provide nonverbal students with a

(cont. next page)

communication program to increase expressive language for daily living skills. Target students were four children (ages 6 to 7) with cerebral palsy. The practicum involved introducing children to pleasurable activities that encouraged communication behaviors, showing the children photographs of each activity before and after the activity, assessing the students' ability to alternate eye gaze between the activity and the service provider, teaching students a communicative signal to initiate an activity, teaching students to activate a switch to operate a computer program, having occupational and physical therapists position the students in equipment that facilitated head and trunk control to enhance vocalization and eye gaze, and conducting a group language lesson using a communication board with sequenced pictures of the story. The target group was involved in daily classroom activities over a 12-week period. Students increased their ability to eye gaze at pictures from one out of four attempts to two out of four attempts and increased the ability to give a positive response for an activity to continue by 25 percent. Students did not meet the objective concerning motor skills for computer use. Appendices provide weekly behavioral charts. (Contains 22 references.) (JDD)

Descriptors: *Augmentative and Alternative Communication; *Cerebral Palsy; *Communication Disorders; Communication Skills; Expressive Language; Motor Development; *Nonverbal Communication; Physical Disabilities; Primary Education; Program Effectiveness; *Psychomotor Skills; Severe Disabilities; Skill Development

Record - 173

DIALOG(R)File 1:ERIC
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ED374597 EC303319

Training Special Education Teachers To Write Appropriate Goals and Short Term Objectives with Measurable Student Outcomes for Individualized Education Plans.

Jacaruso, Yvette C.
18 Feb 1994
60p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

The school district in this practicum report was found to be out of compliance by the State Department of Education in the area of writing individualized education plans (IEPs) that contained goals and short-term objectives with measurable student outcomes. Informal workshops were held to provide the special education teachers training for writing IEPs using Robert Mager's model for writing goals and objectives. In addition, the teachers were given Benjamin Bloom's taxonomy and a programmed instruction on how to write appropriate goals and instructional objectives. After the training, analysis of randomly selected IEPs suggested that the writing of objectives improved. Results of a pretest/posttest also indicated that the training was successful. A parent-teacher meeting was held to encourage the parents' participation in the IEP process and brought about many positive interactions among staff, administrators, and parents. Appendices contain copies of questionnaires, teacher pretest and posttest scores, and sample IEPs. (Contains 23 references.) (JDD)

Descriptors: *Behavioral Objectives; Compliance (Legal); *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Inservice Teacher Education; Parent Participation; Program Effectiveness; Special Education Teachers; *Student Educational Objectives

Identifiers: Blooms Taxonomy; Mager (Robert)

Record - 174

DIALOG(R)File 1:ERIC
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ED374410 CS011839

Developing an Early Intervention Reading Program for the Primary Grades of a Public School.

Hilty, Patricia
1994
59p.; M.S. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB95

A practicum analyzed possible alternatives to identify the most successful reading intervention strategies before a child's development and learning is seriously or permanently impaired. K-3 students were identified for an early intervention reading program in a public school setting, through the Students Study Team, which was expanded to include specialists, parents, and categorically funded staff, so that students could receive reading intervention long before they had failed sufficiently to require placement in special education. Students read to, and were read to, by teachers and participated in cooperative learning groups for about seven weeks. Although the program took place at the end of the year, staff, parents, and children felt the program was successful and merited expansion from K-3 to K-12 for the following year. (Contains 44 references. Appendixes present pre- and posttest instruments, a parent survey, a calendar of activities, and a description of performance levels for reading.) (Author/RS)

Descriptors: Cooperative Learning; *Early Intervention; *High Risk Students; Primary Education; Program Effectiveness; Public Schools; Reading Achievement; Reading Aloud to Others; *Reading Improvement; *Reading Programs

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DIALOG(R)File 1:ERIC
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ED374195 UD030076
An Alternative Approach To Increase Parent Involvement among Culturally Diverse Families.
Ortner, Maria Laura
1994
55p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

An attempt was made to improve parent involvement of culturally and ethnically diverse families in an elementary school with 35 to 39 percent minority students, as well as to establish a climate of cooperation between school and home and to attempt to reduce the student mobility rate. A Welcome Committee was created to reach diverse families. This committee consisted of volunteer staff members and parents who were identified and trained by the writer. Teams of two conducted home visits welcoming families and providing specific information on the school. The project was designed to establish, from the very beginning, a cooperative relationship between families and the school. Teachers were surveyed before and after the implementation of the Welcome Committee. The student mobility rate was also measured before and after, and parents completed surveys. Analyses reveal that the Welcome Committee significantly improved the level of parent involvement for minorities. Teacher perceptions of involvement of minority parents also improved, and the student mobility rate decreased from 59.2 to 35.9 percent. Appendixes contain the parent survey in English and Spanish, Welcome Committee guidelines, and a press release. (Contains 23 references.) (Author/SLD)

Descriptors: Cooperation; Cultural Awareness; *Cultural Differences; Elementary Education; Elementary School Students; Ethnic Groups; Hispanic Americans; *Home Visits; Information Dissemination; Minority Groups; *Parent Participation; Parent School Relationship; Student Mobility; Surveys; Volunteers

Record - 176

DIALOG(R)File 1:ERIC
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ED374189 UD030069
Fostering and Managing Hispanic Parent Involvement in an Urban Middle School.
Scaringi, Daniel J.
May 1994
81p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was developed to involve Hispanic parents in a middle school where Hispanic parent involvement was nonexistent. Thirty at-risk Hispanic eighth graders in an urban middle school were identified by the eighth-grade guidance counselor as in danger of not being promoted to the ninth grade. The objectives of this practicum were that 30% of the Hispanic parents will attend one of three parent meetings; the academic performance of the target students will improve; the amount of homework completed will increase; and personal contact will be made with 75% of the targeted parents. Parents were called every Sunday night to discuss the progress of the students. A different homework hint was mailed to the parents every week for 10 weeks. Tutoring was available to the targeted students every Tuesday after school. The students kept a daily homework log for 12 weeks. Teachers filled out a weekly progress report for the targeted students. The results showed that Hispanic parents were willing to get involved in their students' education if communication was in the native language. Also, initial contacts needed to be less formal to avoid intimidating parents. Appendices include homework hints, a program description, a parent survey, and forms translated into Spanish. (Author)

Descriptors: Grade 8; *High Risk Students; *Hispanic Americans; Homework; Junior High School Students; Middle Schools; Minority Groups; *Parent Participation; *Parent School Relationship; *Student Improvement; Teacher Participation; Tutoring; *Urban Education
Identifiers: Middle School Students

Record - 177

DIALOG(R)File 1:ERIC
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ED374187 UD030067
Implementing Problem-Solving Techniques in an Urban Central Office Department by Establishing Teams and Infusing TQM Concepts.
Smith, Jewell R.
1994
104p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum is designed to assist central office personnel in evaluating the work environment for better coordination to accomplish work, plan for a change effort, and

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implement a participatory change initiative. The work setting involved a K-12 urban school district (193 schools) containing 431 central-office administrators and more than 10,000 noninstructional personnel, of which 14 department administrators and 15 support-staff members participated in activities to assess: (1) willingness to increase the emphasis on teamwork, (2) readiness in preparing for change, (3) identification of areas in need of change, and (4) leader behaviors with respect to a team effort. Total Quality Management-based activities involved unit members in group processes, group dynamics, and team-building and problem-solving techniques. Through group discussion, the unit members synthesized information relative to the effectiveness of teamwork in the accomplishment of unit, department, and district goals. Results reveal that unit members are more productive and effective when they function as a team. They were also more apt to look for areas in need of change and to initiate a change effort. Appendices provide the study's questionnaires. (Contains 23 references.) (GLR)

Descriptors: Administrators; Change Agents; *Educational Change; Elementary Secondary Education; Group Dynamics; *Management Teams; Participative Decision Making; Problem Solving; *School Administration; *Teamwork; *Total Quality Management; *Urban Schools

Record - 178

DIALOG(R)File 1:ERIC
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ED374052 SO024380

Utilizing Multiple Intelligence Theory and Outcome-Based Measures To Develop a Core Framework for Science and Social Studies Curriculum Kindergarten through Grade Five.

Phelan, Vanessa C.
1994
126p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95
Target Audience: Teachers; Practitioners

This document is a practicum designed to respond to concerns from both parents and staff about the duplication of instructional topics or themes in more than one grade, while other topics were not covered at all. The development of a predictable core curriculum framework for grades K-5 was one of several goals of this project to provide a predictable and consistent presentation of both science and social studies content. This report describes a committee's development of a skeleton of core topics in science and social studies. These topics were mandated to be presented at each grade level to provide predictability and consistency for instructional staff and parents. The committee developed learner or student outcomes for each of the topic areas, identifying specific content, processes and values that were believed to be prerequisites for education in the 21st century. Exemplary integrated interdisciplinary units utilizing multiple intelligence theory as their foundation were developed and acquired on some of these core topics as well as others for teachers to use for collaborative instruction and assessment. Analysis of the data revealed that the minimal core curriculum for science and social studies in the elementary grades was positively accepted by community members, parents, staff, and administration. (DK)

Descriptors: *Curriculum Development; Educational Theories; Elementary Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Kindergarten; Measurement Techniques; Outcomes of Education; Parent Teacher Cooperation; Preservice Teacher Education; *Science Instruction; *Social Studies

Identifiers: *Multiple Intelligences; *Outcome Based Education

Record - 179

DIALOG(R)File 1:ERIC
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ED374037 SO024280

A Plan for Enhancing Student Achievement in an Eleventh Grade Large Classroom American History Course through a Multicultural Curriculum.

Calabrese, Elisa
1993
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95
Target Audience: Teachers; Practitioners

This practicum was designed to increase student achievement and to motivate 11th grade U.S. history students to consistently complete homework assignments, to actively participate in classroom discussions, and to perform with a passing grade of "C" or above on all examinations. This paper describes the development of a multicultural curriculum and its implementation in a large classroom U.S. history course. The curriculum was developed for a class of 200 students from a student body with an ethnic composition of 56 percent Hispanic, 31 percent black, 13 percent white, and one percent Asian American/Indian. The textbook that had been in use gave inadequate attention to minority groups and women, so that these students did not feel they were an integral part of the U.S. history experience. The curriculum was designed to encourage active student involvement in their course work. It emphasized the use of guest speakers; hands on discovery learning projects designed to enhance knowledge of the diverse cultural heritage of students in the United States; and group projects and oral history projects designed to expand each

(cont. next page)

student's sense of the relevance of U.S. history to today's world. Results indicated that, as a result of implementation, students were significantly more involved in and enthusiastic about U.S. history than in previous classes. Students achieved higher levels of performance than in prior classes. The appendices include specific performance standards of U.S. history; and a competency based curriculum for U.S. history. Contains 17 references. (DK)

Descriptors: Academic Achievement; Class Size; Curriculum Enrichment; *Grade 11; High Schools; *History Instruction; Instructional Effectiveness; Learning Activities; *Multicultural Education; Oral History; Social Studies; Student Motivation; Teaching Methods; *United States History

Record - 180

DIALOG(R)File 1:ERIC
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ED373907 PS022657

Improving Critical Thinking Skills in Second Graders through Instruction and Teacher-Led Discussion Groups.

Tillman, Yvonne R.
1994
48p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to address the problem of a class of 23 second-graders who were unable to make judgments and support opinions at all levels of Bloom's taxonomy. The goals of the practicum were to design and implement a Critical Thinking Skills (CTS) program that taught students to make judgments and support opinions, and that encouraged students to think about and react to literature. To attain these goals, pre- and posttests were developed and administered to assess students' critical thinking skills. Twelve critical thinking lessons were developed and administered to the class. These lessons included reading and writing activities, small- and large-group discussions, and self-selection of books. As a result of the practicum, 14 of the 23 students were able to make judgments, 18 of the 23 students were able to support their opinions, and all 23 students were able to demonstrate at least one CTS. (Four appendices contain a CTS inventory, a CTS student behavior checklist, a making judgements test, and a supporting opinions test. Contains 19 references.) (MDM)

Descriptors: Childrens Literature; *Critical Thinking; *Elementary School Students; Grade 2; Group Activities; Primary Education; Program Design; Program Implementation; *Reading Skills; Skill Development; Tests; *Thinking Skills; *Writing Skills

Record - 181

DIALOG(R)File 1:ERIC
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ED373888 PS022596

Increasing Parental Involvement at a Middle School by Involving Parents in Workshops and School Activities Designed To Meet the Needs of Their Adolescent Child.

Amato, John Kenneth
1994
80p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to address declining parental participation in school functions and activities at a middle school, along with a low level of parental involvement or interest in their children's education. A year long parental involvement program was developed that encouraged parents to: (1) interact with their children and their children's teachers on a regular basis; (2) participate in class trips, assembly programs, and the parent-teacher organization (PTO); (3) provide a quiet place for their children to study and for parents to work with their children on a daily basis; and (4) meet with teachers and administrators to discuss problems and concerns. The program also provided--through a program newsletter, small group meetings, and workshops--information to parents about adolescent development, their roles as parents, and school policies. As a result of the practicum program, PTO membership and attendance at PTO meetings increased, and parent participation in school committees rose significantly. Over the course of the program, discipline problems within the school declined, while student grades and self esteem improved. (Seven appendices contain copies of parent survey forms, homework logs, and parenting materials. Contains 17 references.) (MDM)

Descriptors: Academic Achievement; Discipline Problems; Intermediate Grades; Junior High Schools; *Middle Schools; *Parent Associations; Parent Education; Parenting Skills; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; *Parent Workshops; Program Design; Program Implementation; Questionnaires; Self Esteem

Record - 182

DIALOG(R)File 1:ERIC
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ED373880 PS022554

(cont. next page)

Improving Parent Involvement in a First Grade Classroom through the Use of Whole Language Activities.
Hooper, Elizabeth J.
Feb 1994
91p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

Parents of a group of first graders knew very little about the whole-language approach to reading employed in their children's classroom and were consequently unable to help their children as they learned to read. A program was implemented to provide parents in a target group with an understanding of the whole-language approach to reading as well as to provide strategies to use at home with their children. Secondary objectives of the program included increased mastery of first-grade skills for the students and a high level of enjoyment by parents and students as a result of the program. The program involved the parents and their children in 10 weeks of daily, whole-language activities, and parents participated in an orientation, conferences, and a final parent meeting. An initial and final parent survey, a language arts/reading checklist, a student survey, and an activities log were used to measure the effectiveness of the program. Results indicated that parental understanding and use of whole-language strategies exceeded the predicted positive outcomes. Students in the group significantly improved in skill mastery, and both parents and children were able to work and learn together in a positive setting, thus improving parent-student-teacher relations. (Eleven appendices contain samples of the project surveys and program materials.) (TJQ)

Descriptors: *Grade 1; Learning Activities; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Parent Teacher Cooperation; Primary Education; Program Effectiveness; *Reading Improvement; *Reading Skills; *Whole Language Approach

Record - 183

DIALOG(R)File 1:ERIC

ED373879 PS022553
A Program for Teaching Telecommunication Skills at the Middle School Level.
Brett, Catherine A.
Jun 1993
113p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

As part of a restructuring initiative to meet the curriculum needs of the "Information Age," a plan for teaching telecommunications to middle school students was developed. The resulting program, called Bulletin Board Simulator (BBS), provided a hands-on approach to teaching students the skills necessary for accessing an electronic bulletin board system or information database. This instructional method was deemed essential in maintaining a high level of interest while making the course objectives relevant and meaningful to all of the students. The success of the program was evidenced by a significant increase in the target group's scores on a communications skills assessment test, compared to the scores of the non-target group. The course objectives were easily completed by all the students who were provided with the hands-on practice, compared to only 25 percent completion of these skills by the non-target group. The target group's self assessments revealed a more positive attitude toward learning about technology as a result of the program, and most students expressed a realization that this type of learning and technical ability would have an impact on their success in the future. (Seven appendices contain the evaluation instruments, student progress chart with the course objectives, the SimBBS program, and source code.) (TJQ)

Descriptors: *Computer Assisted Instruction; *Computer Oriented Programs; Curriculum Development; Databases; Electronic Mail; *Information Technology; Intermediate Grades; Junior High Schools; Learning Activities; *Middle Schools; Program Effectiveness; *Telecommunications

Identifiers: Information Age; *Information Superhighway; *Middle School Students

Record - 184

DIALOG(R)File 1:ERIC

ED373874 PS022530
Lowering the Attrition Rate of Single-Parent Community College Students Enrolled in Child Development through Assessment of Their Special Needs.
Van Cleve, Tamara Gracy Toy
1994
139p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum's goal was to lower attrition rates of single parents in child development classes at a community college by raising each student's self esteem. The subject parents: (1) had at least one child under age 6; (2) were eligible for educational opportunity grants; (3) were recipients of Aid to Families with Dependent Children (AFDC); (4) were single heads

(cont. next page)

of households; (5) became parents during the teen years; and (6) were enrolled in child development classes. As a measure of progress, the practicum sought to analyze journal entries for changing themes, establish an information center and survey the students on its use, foster participation in a support group, and lower attrition by 15% in the child development classes. Analysis of journal entries indicated an increase in positive self-confidence in 10 of 25 students. The objective of establishing an information center was not met; however, a successful support group was established. The final goal of lowering the attrition rate was not fully met because the attrition rate decreased by only 9% instead of 15%. (Appendices include journal and child study assignments, frequently asked questions on child development, materials from a workshop on gangs, sources of stress for children, and a list of child needs for good mental health.) (SW)

Descriptors: Community Colleges; Early Parenthood; Economically Disadvantaged; *One Parent Family; *Parent Education; *Self Esteem; Social Support Groups; *Special Needs Students; *Student Attrition; Two Year Colleges; *Two Year College Students

Identifiers: Fresno City College CA; Parent Child Development Centers

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Record - 185

DIALOG(R)File 1:ERIC
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ED373872 PS022510

A Staff Orientation and Training Program Developed To Decrease Turnover of Newly Hired Staff in a Child Care Center.

Bisesi, Janice I.
1993
69p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to decrease turnover of newly hired teachers in a child care center by means of a 12-week orientation and training program for newly hired staff. In 1992, nearly half of the newly hired teachers had left the center within 6 months. Surveys of remaining staff, some of whom had already turned in resignations, indicated that the majority felt that their job responsibilities, the center's goals and objectives, and center policies and procedures were unclear. The program developed and implemented to correct this problem included presentations on personnel policies, center policies and procedures, licensing regulations, parent communication, classroom management, and the goals and mission of the center. An analysis of post-intervention teacher surveys found that the teachers were able to identify the mission and goals of the center, understood school policies and procedures, were aware of state licensing requirements, and could demonstrate an understanding of classroom management techniques. Staff turnover was reduced as a result of this practicum, with 9 out of 12 participants remaining employed at the center for a period of 3 months or longer. (Four appendixes contain copies of the classroom observation checklist, center goals and objectives, policies and procedures survey, and the center's mission and vision.) (Author/MDM)

Descriptors: *Beginning Teachers; Classroom Techniques; *Day Care Centers; Early Childhood Education; Employee Attitudes; *Faculty Mobility; Institutional Mission; *Intervention; Job Satisfaction; Parent Teacher Cooperation; Program Descriptions ; Program Evaluation; School Policy; Teacher Attitudes; *Teacher Orientation

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Record - 186

DIALOG(R)File 1:ERIC
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ED373867 PS022485

Development of a Flexible Orientation Program for the Diverse Staff of the Westmoreland County Community College Child Development Center.

Sheridan, Patricia
1993
56p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum sought to develop a video-based orientation program for a day care center. A one-time orientation meeting was not feasible for this community college-based center, due to flexible scheduling, staggered starting dates of new staff, and a diverse staff. An increase in staff size, space, and enrollment intensified the already difficult task of providing an effective and meaningful orientation program. These conditions necessitated an individualized approach to orientation that incorporated a knowledge base of six information goals: (1) physical features of the center; (2) educational philosophy; (3) staff role; (4) professional relationships; (5) center procedures; and (6) teaching strategies. Three videotapes incorporating the six goals were produced during the summer of 1993 and used for staff orientation in the fall semester. Compared with the semester before the video orientation program was implemented, staff cohesion and knowledge improved, and new staff were more confident in their assigned roles. A posttest found that 90 percent of the new staff had a working knowledge of the six information goals. (Five appendixes include a practicum verification form, staff questionnaires, results of staff

(cont. next page)

self-evaluations, and discussion questions that accompanied the second videotape.) (MDM)

Descriptors: Community Colleges; *Day Care Centers; Early Childhood Education; Educational Attitudes; Flexible Working Hours; *Individualized Programs; *Program Development; Program Effectiveness; Questionnaires; School Activities; *Staff Orientation; Two Year Colleges; *Videotape Recordings

Record - 187

DIALOG(R)File 1:ERIC

ED373865 PS022437

Increasing the Academic Achievement of Middle School Students Exposed to Domestic Violence through Interpersonal-Cognitive Group Counseling and Parenting Education (Project REAL).

Foreman, Deborah

1994

74p.; Ed.D. Practicum Report, Nova Southeastern University. Appendixes A and D may not reproduce clearly.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJAN95

Project REAL (Relationship skills, Education on violence prevention, Academics, Leadership and decision-making skills) was a practicum designed to increase the academic achievement of middle school students exposed to domestic violence. Eleven students and their parents participated in a 12-week interpersonal-cognitive counseling group and its parent education component. Project REAL provided students with: (1) instruction on stress management, conflict resolution, communication, study, and decision-making skills; (2) art therapy; and (3) guest speakers from community agencies that provide direct services to victims of domestic violence. Parents were counseled individually and received a resource guide on the services available to victims of domestic violence. The results of the practicum indicated that middle school students exposed to domestic violence need more than a 12-week group counseling program to increase their academic achievement. Although student academic performance did not increase significantly, parents did gain a better understanding of the effects of domestic violence on their children and on the resources available to overcome domestic violence. (Four appendixes contain copies of a project evaluation survey, student pre- and posttests, a parent interview form, and permission to use references. Contains 38 references.) (MDM)

Descriptors: *Academic Achievement; Art Therapy; Communication Skills; *Counseling Services; Elementary School Students; *Family Violence; Intermediate Grades; Intervention; Junior High Schools; Junior High School Students; Middle Schools; Parent Attitudes; Parent Education; *Parents; Program Descriptions; Program Effectiveness; Questionnaires; Stress Management; Student Attitudes; Study Skills

Identifiers: *Middle School Students; Witnesses to Violence

Record - 188

DIALOG(R)File 1:ERIC

ED373815 JC940464

Assessment of Employee Perceptions of Present and Future Professional Development Activities at Northern Maine Technical College: Trends and Issues in Vocational, Technical, and Occupational Education.

Overlock, Terrence H., Sr.

Aug 1994

57p.; Ed.D. Practicum, Nova University.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Maine

Journal Announcement: RIEJAN95

A 5-year Title III grant received by Northern Maine Technical College (NMTC) in 1989 provided funding for professional development (PD) activities at the college. To evaluate the impact of the grant and plan for the continuation of the professional development program, a study was conducted in 1994 near the end of the grant period. Following a literature review to identify theoretical bases for staff development, 90 NMTC administrators, staff; and faculty were surveyed regarding their perceptions of 11 types of development activities and of the current program's organizational structure and approval processes. Responses were received from 9 administrators, 10 support staff, and 32 faculty, for an overall response rate of 56%, lower than the 70% response recommended to accurately reflect employee perceptions. With respect to types of development activities, 9 out of the 11 activities received a mean score of 3.5 out of 5, indicating approval, with university courses and seminars or workshops receiving the highest ratings. In addition, respondents generally favored continuation of the current process and structure. Other conclusions included the following: (1) employees were not certain of the adequacy and appropriateness of communications from the college's PD committee; (2) there was a strong perception of the positive impact of PD funding; and (3) performance evaluation and PD funding priority should have a closer connection. Contains 18 references, the survey instrument, and responses to open-ended questions. (KP)

Descriptors: Activities; Administrator Attitudes; Community Colleges; *Employee Attitudes; Faculty Development; Federal Aid; Grants; *Professional Development; *Program Effectiveness ; Program Evaluation; School Surveys; Staff Development; *Teacher Attitudes; Two Year Colleges

(cont. next page)

Identifiers: Northern Maine Technical College

Record - 189

DIALOG(R)File 1:ERIC
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ED373775 IR016801
A Multi-Tech Distance Learning Program: A Model for Folsom Lake College with Emphasis on Teaching Health Science.
Rasler, Michael Lorence
Jun 1994
233p.; Major Applied Research Project, Doctor of Education, Nova Southeastern University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

The purpose of this study was to create a multi-tech distance learning program (MTDLP) for Folsom Lake College (California) with special emphasis on the teaching of health science. The research followed the developmental problem-solving methodology. Data were obtained from several sources: a review of the literature; a review of established distance learning programs from postsecondary institutions; and interviews of practitioners involved in distance learning. The development of the MTDLP was complex and required careful consideration of the following key issues: the identification of the MTDLP; selection and training of faculty; adapting traditional health science curricula; ensuring optimum faculty/student interaction; support services; and technology and its implied costs. The MTDLP developed in the this study was based on the Rio Salado Community College (RSCC) model in Phoenix (Arizona). The MTDLP developed for Folsom Lake College contained recommendations for support services; registrations procedures; orientation programs; counseling programs; student access to course materials; and course/instructor evaluation forms. Included in the appendixes are the interview questions; summary of interviews; and the final draft of the MTDLP. (Contains 61 references.) (Author/JLB)

Descriptors: Community Colleges; *Distance Education; *Educational Technology; *Medical Education; Nontraditional Education; Telecommunications; Two Year Colleges
Identifiers: *Health Sciences

Record - 190

DIALOG(R)File 1:ERIC
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ED373501 EC303270
Enabling Parents Who Seek Information about Child Development and Community Resources To Find Answers through a School Based Resource Center.
Stowers, Mary M.
1994
83p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum addressed the problem of families having insufficient skills and resources necessary for locating information about the physical, socioemotional, and academic development of their young children in an early intervention program. The practicum's goal was to help parents acquire these necessary skills and resources. A family resource center was established on a public school campus, including: books, tapes, toys, and other resource material for families to borrow; information about community agencies; a referral telephone line service; and support groups, and other information sharing activities. Newsletters about community agency services were distributed to teachers to assist them in making appropriate referrals. Analysis of evaluative data showed that parents gained an understanding of how to use acquired information, expressed an increased feeling of support, and cited specific examples when acquired information was useful. Additionally, teachers demonstrated an awareness of appropriate community referrals. Appendices include the Family Needs Survey, other survey forms, and a pretest/posttest regarding developmental appropriateness of materials and services. (Contains 23 references.) (JDD)

Descriptors: Child Development; *Disabilities; Early Childhood Education; *Early Intervention; Information Needs; *Information Seeking; *Information Services; *Parent Education; Parent School Relationship; Program Development; *Resource Centers; Skill Development
Identifiers: *Family Needs

Record - 191

DIALOG(R)File 1:ERIC
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ED373500 EC303269
Delivering Speech and Language Therapy to Head Start Children: A Template for Inclusion through Systemic Change.
Strobridge, Michele
1993
105p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to provide speech and language therapy to children identified as speech and language

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impaired, in a Head Start classroom with typically developing peers. The practicum involved amending Head Start component plans, discussing inclusion issues at four education component meetings, conducting an interagency meeting with service providers to identify what was and was not working with inclusion and how to overcome the barriers, administering pre-post surveys to Head Start teachers and graduate students in special education, identifying the elimination of segregated therapy space as a barrier to inclusion, facilitating establishment of communication centers in five classrooms, and advocating for the least restrictive environment to the Committee on Preschool Special Education (CPSE). Analysis of the outcomes revealed that systemic change in the delivery of speech and language therapy did occur. Twenty-three children used the communication center for speech therapy in their classroom. Head Start teachers and graduate students exhibited changed attitudes about inclusion. The number of CPSE's recommending therapy in the least restrictive environment went from zero to two. Appendices include profiles of the education staff, an inclusion attitudes/beliefs instrument, a workshop outline, and notes for an inclusion presentation. (Contains approximately 100 references.) (Author/JDD)

Descriptors: Attitude Change; Change Strategies; Delivery Systems; *Early Intervention; Economically Disadvantaged; *Inclusive Schools; *Language Impairments; Learning Centers (Classroom); *Mainstreaming; Preschool Education; *Speech Impairments; *Speech Therapy; Teacher Attitudes

Identifiers: *Project Head Start

Record - 192

DIALOG(R)File 1:ERIC
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ED373499 EC303268

Implementing a Transition Career Education Program for Secondary Students with Disabilities.

Spring, Shannon Harrelson

1994

66p.; Ed.D. Practicum Report, Nova Southeastern University. Document contains some light type.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIEJAN95

This practicum developed a program to help students with disabilities to locate adequate employment, utilize community services, and live independently in the community. Practicum activities involved developing a comprehensive K-12 vocational curriculum, developing a policies and procedures manual for competitive/supportive employment, increasing parental support, developing a brochure describing the transition vocational career education program, establishing a county transition advisory board, establishing job training sites, training and placing secondary students with disabilities at job training sites, and training five job coaches. A total of 331 students with disabilities in grades 9-12 participated in the program. Students studied occupational skills such as resume writing and interviewing along with studying safety, use of hand tools, plumbing, electrical work, auto maintenance, small engine repair, carpentry, brick masonry, food service, business education, math for the work place, and English for the work place. Transition teachers located part-time jobs for program participants and acted as job coaches; these part-time jobs led into full-time jobs when the participants completed high school. Appendices include copies of rating scales and a summary of the vocational career education curriculum. (Contains 35 references.) (Author/JDD)

Descriptors: *Career Education; *Curriculum Development; *Disabilities; Employment Programs; High Schools; Independent Living; Job Skills; Job Training; Program Development; *Transitional Programs; *Vocational Education

Record - 193

DIALOG(R)File 1:ERIC
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ED373498 EC303267

Assisting Regular Education Classroom Teachers of Elementary Learning Disabled Students through Collaboration

Fulwider, Natalie Austin

1994

78p.; Ed.D. Practicum Report, Nova Southeastern University.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN95

This practicum was designed to increase collaboration between special education resource room teachers and regular elementary education classroom teachers. Procedures were developed to ensure that students with learning disabilities (LD) who were placed in regular classes received appropriate instructional and assessment modifications. Training in the collaboration model was provided to resource room teachers. Resource teachers completed "Student Alert" forms which described the student's strengths and weaknesses and listed necessary testing modifications for each LD student, and sent them to classroom teachers. Resource teachers and classroom teachers then collaborated in completing a Teaching/Assessment Plan (TAP) for each student, which included curriculum goals, instructional strategies, and assessment strategies. An evaluation questionnaire completed by regular education teachers at the conclusion of the practicum indicated that they changed their instructional and assessment techniques as a result of the collaboration process and felt more confident in teaching LD students. Appendices provide the

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questionnaires, a report card and revised report card checklist, the "Student Alert" form, a TAP document, and classroom and resource teachers' responses to the evaluation questionnaires. (Contains 27 references.) (Author/JDD)

Descriptors: *Consultation Programs; Cooperation; *Cooperative Planning; Elementary Education; Instructional Development; *Learning Disabilities; *Mainstreaming; *Regular and Special Education Relationship; Resource Teachers; Special Education Teachers

Identifiers: *Teacher Collaboration

Record - 194

DIALOG(R)File 1:ERIC
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ED373497 EC303266

Including Students Who Are Physically Handicapped with Nonhandicapped Peers through Integration in Non-Academic Activities.

Smith, Donna
1993
42p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to increase the inclusion of elementary-level students who have physical disabilities with their nondisabled peers in art, recess, and media center activities. Regular education classes were invited to join the art activities in the self-contained class for the students with physical disabilities, and a total of four regular classes participated in at least two sessions. Disabled and nondisabled students were teamed to produce multicultural art projects using ceramic clay. Students from the self-contained classroom also attended lunch at the same time as their same-age peers, went through the lunch line with them, sat at tables with them, and cleaned their tables together. Informal evaluation indicated that regular students began greeting the special education students when they encountered them on campus and the playground. Greetings of special education students to the regular education students were limited. In the beginning, regular education students were reluctant to assist the students with disabilities, but by the end of the classes they were independently working with each other. Teachers made many positive comments about the experience. (Contains 26 references.) (Author/JDD)

Descriptors: *Art Activities; Attitude Change; Elementary Education; *Inclusive Schools; Lunch Programs; *Mainstreaming; *Peer Relationship; *Physical Disabilities; *Social Integration; Student Attitudes

Identifiers: *Reverse Mainstreaming

Record - 195

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED373496 EC303265

Enhancing Services for Toddlers with Disabilities: A Reverse Mainstreaming Inclusion Approach.

Cormany, Ernestine E.
1994
89p.; Ed.D. Practicum Report., Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum designed and developed a program to implement a reverse mainstreaming model of inclusion for 7 toddlers (ages 1 to 3) with disabilities (Down syndrome, profound mental retardation, cerebral palsy, neurofibromatosis, stroke, and hearing impairment) and 3 of their typically developing peers. Emphasis was on the provision of appropriate peer role models for toddlers with disabilities and the encouragement of an appreciation of children with differing abilities by typically developing children. The program was provided within a community day care facility. Analysis of pretest and posttest test scores (on the Early Intervention Developmental Profile) before and after 3 months of program implementation revealed that the program's seven children with disabilities improved in their social/emotional and language scores. The program's three typically developing children also showed increased social/emotional scores and no regression in other developmental domains. All families expressed appreciation for the program, felt it had been beneficial for their children, and wished to see it continue. Appendices include the parent survey form, teacher/therapist interview questions, interview questions for parents of typically developing children, the family satisfaction survey, sample newspaper publicity, the consent form, and a discipline statement. Contains 85 references. (Author/DB)

Descriptors: Day Care Centers; *Disabilities; Downs Syndrome; *Early Intervention; Hearing Impairments; *Inclusive Schools; *Mainstreaming; Mental Retardation; Physical Disabilities; Preschool Education; Program Effectiveness; *Social Integration; Toddlers

Identifiers: *Reverse Mainstreaming

Record - 196

DIALOG(R)File 1:ERIC
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ED373495 EC303264

Increasing the Number of Actively Involved Parents in the

(cont. next page)

Education of Their Special Needs Child.
Diamond, Nancy C.
1994
92p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEJAN95

This practicum report describes the development and implementation of a program to increase parent participation in the planning and conducting of activities sponsored by the district-level special education parent advisory committee. Monthly meetings and social events were held to encourage the 250 special education families to be more involved with their children's school programs. Major difficulties were experienced in practicum implementation and only one of three outcomes was achieved. Bureaucratic problems and lack of teacher encouragement of parent participation were considered as partial causes for continuing low parent participation. The Survey of Attitude Regarding Parent Involvement and its results are appended. Contains 40 references. (DB)

Descriptors: *Advisory Committees; *Disabilities; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Program Development; Program Implementation; School Districts; Special Needs Students; Teacher Role

Record - 197

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED373297 CG025627
An Organizational Model for Long-Term Residential Substance Abuse Treatment for Women, Ages 15 to 25 Years, and Their Infant Children.
Bailey, Ronald F.
1993
100p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN95

This practicum was designed to create an organizational model that would set the stage for the creation of a comprehensive program of substance abuse treatment in a residential setting. The subject population was women ages 15 to 25 years, who had children or were pregnant and who demonstrated patterns of substance abusing behaviors. This writer developed a database professional organizations and practitioners to determine the feasibility of the suggested model treatment program. With the input received, a non-profit organization was created to formalize the basis for program development, long term and strategic planning and the meeting of all licensure requirements. Input was also received by graduate schools of social work and professionals in the substance abuse treatment field, focusing on the menu of services and treatment modalities. Analysis of the data and input collected revealed new possibilities for an organizational design to be used as the basis for a comprehensive treatment model. Through the implementation of the organizational design, it was determined that the comprehensive treatment model proposed would provide the broadest continuum of services offering the best chance for client success. (Author/RB)

Descriptors: Adolescents; Child Health; Child Rearing; Females; Health Services; Infants; *Mothers; Parent Child Relationship; Planning; Rehabilitation Programs; *Residential Programs; *Social Services; *Substance Abuse; Young Adults

Record - 198

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED373130 UD030026
Increasing the Involvement of Underrepresented Families in an Urban High School Ninth Grade Through Enhanced Communication and Community Outreach.
Gallagher, Dennis P.
1994
84p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94
Target Audience: Administrators; Practitioners

This practicum was designed to develop and implement innovative strategies to improve home/school communication and to increase family involvement of hard-to-reach parents in an effort to cultivate healthy home/school relationships and an open and friendly school climate resulting in a more effective high school. The writer established an advisory of stakeholders to govern a family outreach project, organized a program to provide student greeters and tour guides for school visitors, and enriched the hospitable feeling of the school's entrance area. Written, telephone, and face-to-face communication was increased and a comprehensive application of electronic media was targeted at underrepresented families. The writer advocated building personal relationships with families through school social events and collaborated with community-based organizations to foster healthy home/school relationships. Examination of the data revealed that as a result of this initiative there was a heightened awareness and interest in school/family relationships as well as the importance of school culture among the school staff. Enhanced communication increased family attendance at school events and raised parent's consciousness of school news and information.

(cont. next page)

Post-survey results indicated that families recognize the school as a more friendly, open, and welcome place. (Contains 61 references.) (Author)

Descriptors: Academic Achievement; Cooperation; Educationally Disadvantaged; Grade 9; *High Schools; Hispanic Americans; Junior High Schools; *Outreach Programs; Parent Attitudes; *Parent Participation; *Parent School Relationship; School Community Relationship; Secondary School Students; *Urban Schools

Identifiers: School Culture

Record - 199

DIALOG(R)File 1:ERIC

ED373001 SO024258

Comparing Course Content and Awarding Credit for Nonacademic Training Programs for International Providers of Child and Youth Services under Federal Sponsorship.

Coleman, Carolyn I.
1994
84p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: THESIS (042); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94
Target Audience: Researchers

In coordination with training officers, student programming agents, and students, a system was designed that would allow a comparative analysis of nonacademic courses offered by U.S. institutions and international providers of children and youth services, permit students to earn internationally recognized continuing education units, and establish a computerized record system that would include pertinent training course and credit information. Materials were prepared in the practicum for nonacademic training programs that would hold training providers more accountable for offering what they advertise, and a system was designed to ensure that nonacademic study by international providers of child and youth services was recognized through granting internationally recognized credit. Besides the organization of a student nonacademic advisory council, meetings with stakeholders ascertained what was most needed to develop a system for tracking courses taken by international nonacademic students under federal sponsorship. Analysis of the data revealed that the more information given about a course when it was announced, the greater the likelihood of the student and funding agency choosing the best continuing education course to meet the defined student needs. Students were more likely to want to remain lifelong learners when they knew that their nonacademic courses would be recognized internationally. (CK)

Descriptors: Academic Records; *Continuing Education; *Course Content; Course Descriptions; Course Organization; Course Selection (Students); Credits; Educational Administration; Educational Planning; Education Service Centers; *Nontraditional Education; *Postsecondary Education; Professional Training; Trainers; Training Objectives

Identifiers: Continuing Education Programers; *Cross National Studies; Youth Studies

Record - 200

DIALOG(R)File 1:ERIC

ED372991 SO024050

Increasing Attendance at Early Morning Religious Education Classes by Increased Personal Attention, Recognition, and Teacher Improvement.

Ahlborn, Ernest S.
1993
86p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

Designed to provide volunteer, religious education teachers with several tools to increase attendance at early morning religious classes and counteract student absenteeism, the study developed a computerized roll and record keeping system, taught new teaching skills and methods, instructed the teachers to make personal contact with absentees within 24 hours, and introduced a reward and recognition program for students as well as encouraged make up work. The sample consisted of 34 teachers and 611 students in early morning religious classes held by the Church of Jesus Christ of Latter-day Saints. At the conclusion of the practicum, the results indicated that attendance increased 3% compared to the same period the previous year. Both teachers and students expressed that rewards did not encourage attendance. Personal contact and make up work did the most to increase attendance. Teachers felt more secure and successful with the increased ability to use new teaching skills. Extensive appendices highlight eight areas of supplemental information: (1) Church Education System (CES) news release; (2) CES mission statement; (3) curriculum sample; (4) certificate of achievement; (5) make up guidelines; (6) sample class roll; (7) sample monthly report; and (8) student questionnaire. (Author/CK)

Descriptors: *Attendance; *Attention; *Church Programs; Church Workers; High Schools; High School Students; Incentives; Practicums; Recordkeeping; Religion; *Religious Education; Rewards; *Teacher Improvement; *Teacher Student Relationship; Teaching Skills; Volunteers

Identifiers: *Church of Jesus Christ of Latter Day Saints

Record - 201

DIALOG(R)File 1:ERIC
(c) Format only 1996 Knight-Ridder Info. All rts. reserv.

ED372751 IR016797
Integrating Computer Usage in the Classroom Curriculum through Teacher Training.
Barker, Florence G.
Jun 1994
64p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

This practicum was designed to initiate the use of computers in an elementary setting. There is a need for all teachers to be technologically informed about computers in order to properly and successfully develop a student's capability in technology. This practicum examines computer anxiety and what can be done to eliminate this fear. An analysis of this problem indicated the importance of providing teachers with opportunities to manipulate computers, evaluate software, and incorporate awareness of what is available and how to use it. The problem-solving task takes place in a K-2 elementary school located in a large southwestern metropolitan school district. A total of 27 teachers participated in a 12-week computer training in-service program. The training sessions focused on the use of the computer in the educational setting: basic computer concepts; available computer software; and hands-on experiences. The results of the practicum indicated that all the outcomes were attained. The number of teachers that attended the computer lab increased significantly. Teachers were more familiar with and confident using the computer system. The student population that utilized the computer lab also effectively supplemented classroom activities with a variety of computer programs. The surveys used in the study are included in the appendices. (Contains 32 references.) (Author/JLB)

Descriptors: *Computer Anxiety; *Computer Assisted Instruction; Computer Attitudes; Computer Literacy; *Elementary School Curriculum; Elementary School Students; *Inservice Teacher Education; Primary Education; Questionnaires; Student Attitudes; Student Surveys; Teacher Attitudes

Identifiers: Teacher Surveys

Record - 202

DIALOG(R)File 1:ERIC
(c) Format only 1996 Knight-Ridder Info. All rts. reserv.

ED372589 EC303222
Teaching Strategies Designed To Meet the Cognitive Needs of the Gifted and Talented in the Regular Classroom.
Pryor, Lena Allegro
11 Jan 1994
80p.; Practicum Report, Nova University. Appendix D consists of filled print.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A 3-month practicum utilized teacher workshops and biweekly consultation to provide all fourth grade teachers (N=11) in a public school district with higher level questioning strategies to meet gifted students' cognitive needs. A total of six fourth grade students were identified as gifted and talented. At the workshops, higher level questioning strategies, based on Bloom's Taxonomy and Hilda Taba's Concept Development and Interpretation of Data, were modeled. Teachers used these strategies in their daily questioning routines. Strategy implementation was individually addressed in biweekly consultations. Analysis of pre-post samples of questioning strategies indicated that teachers were using the strategies and that questions were of a significantly higher level. However, an attitude survey of teachers indicated that teachers continued to feel unsure about their ability to meet the needs of these students in the regular classroom and desired additional support. Students achieved a 7.27 percent improvement on the Ross Test of Higher Cognitive Processes. Appendices include the teacher attitude survey, question/statement components classified according to Bloom's taxonomy, results of analysis of teachers pre-post question samples based on Bloom's taxonomy, sample pre-post questions, and results of the pre-post cognitive test given to students. (Contains 25 references.) (DB)

Descriptors: Classroom Techniques; *Cognitive Development; Consultation Programs; *Gifted; Grade 4; Heterogeneous Grouping; *Inservice Teacher Education; Intermediate Grades; Mainstreaming; Program Effectiveness; *Questioning Techniques; *Talent; Teacher Attitudes; *Teaching Methods; Workshops

Identifiers: *Blooms Taxonomy; Taba (Hilda)

Record - 203

DIALOG(R)File 1:ERIC
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ED372564 EC303196
Developing Affective Skills in Mothers To Reduce Antisocial Behavior in Children.
Ulloa, Celeste
7 Jun 1994
108p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT

(cont. next page)

(142)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC94

This practicum attempted to modify the antisocial behavior of 25 early adolescent children classified as having emotional disturbances by a training program to facilitate the development of affective skills in their mothers. The 8-month training program involved discussion groups, social activities, and individual and/or small group meetings with the program developer. In the colloquia, mothers were exposed to issues concerning affective development using the taxonomy of Benjamin Bloom. Interactions between mothers and their children were observed during social activities and in home visits. Program evaluation indicated program success as indicated by high attendance of mothers at the colloquia and other meetings, observed improvements in affective skills, a gain in knowledge of factors that alter children's behavior, and a reduction in the recorded number of incidents of antisocial behavior by the children. Appendices include the intervention contract, the affective skills inventory, and a sample certificate of completion. Contains 20 references. (DB)

Descriptors: *Affective Behavior; *Antisocial Behavior; *Behavior Change; Behavior Problems; Emotional Development; *Emotional Disturbances; Intervention; *Mothers; Parent Child Relationship; *Parent Education; Program Effectiveness; Special Classes

Record - 204

DIALOG(R)File 1:ERIC
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ED372548 EC303180

Promoting Successful Mainstream Experiences for Hearing-Impaired Elementary Students through Inservice Training, Peer Mentoring, and Pragmatics Groups.

Packer, Barbara
17 Mar 1994
85p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

This practicum attempted to promote teacher and student sensitivity to seven mainstreamed, oral, elementary school children with hearing impairments. It also aimed to promote more social interaction between students with impaired hearing and those with normal hearing and to effect a more comfortable transition from a special school to the mainstream school for hearing-impaired students. Inservice training was provided for teachers and normal hearing students concerning hearing loss and its communication correlates. In addition, parent support meetings were held, hearing "buddies" were provided for each hearing-impaired student, and a weekly pragmatics group was held for hearing-impaired students to allow them to practice the appropriate use of social language. Improvement was measured in pre- and post-tests administered to the normal-hearing students and their teachers. Although practicum goals were not achieved, social interactions between hearing-impaired and other students increased by 14 percent over initial observation. Appendices include student and teacher questionnaires, various forms used, and summaries of the three pragmatics groups. (Contains 27 references.) (Author/DB)

Descriptors: Attitude Change; Elementary Education; *Hearing Impairments; *Inservice Education; Interaction; *Interpersonal Competence; Knowledge Level; *Mainstreaming; *Mentors; *Peer Teaching; Pragmatics; Relationship

Record - 205

DIALOG(R)File 1:ERIC
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ED372547 EC303179

Increasing Frequency and Appropriateness of High School Teachers' Referrals for Speech Language Support Services by Implementing a Public Relations Campaign.

Weiner, Linda E.
16 Mar 1994
63p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEDEC94

This practicum addressed the problem of high school students with speech and language impairments not receiving available support services because of under-identification of this population. A 3-month multiple channel public relations campaign was designed and implemented to train high school teachers in the identification and referral process. The campaign aimed to increase teachers' awareness of communication disorders in adolescents, the availability of services for these students, and the teacher's role in the identification process. Analysis revealed that, following the campaign, the frequency and appropriateness of referrals for speech language services were increased. Providing information to teachers via inservice training proved to be the most potent aspect of the public relations campaign. Classroom observations of referred students formed a basis for increased collaboration between the speech language pathologist and high school teachers. Appendices include a teacher questionnaire, classroom observation form, a pre-evaluation flow chart, a pragmatic skills checklist, and sample newsletters. (Contains 37 references.) (Author/DB)

Descriptors: *Communication Disorders; *Disability Identification; High Schools; Inservice Teacher Education; *Language Impairments; Public Relations; *Referral; Secondary School Teachers; *Speech Impairments; *Speech Language

(cont. next page)

Pathology; Speech Therapy
Identifiers: •Teacher Collaboration

Record - 206

DIALOG(R)File 1:ERIC
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ED372411 CS214440
Developing Students' Discriminating Taste in Literature through Cooperative Learning Groups and Seminar Discussions.
Israel, Elfie
1994
96p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A practicum was designed to help 40 students enrolled in creative writing classes at a suburban high school develop criteria with which to evaluate the aesthetic qualities of what they read. They were able to discern the differences between good and bad literature. Students were active participants in the process, performing skits, writing prose and poetry, and individually formulating criteria for evaluating the works of professionals and of their peers. Their final products were children's books they designed and wrote. Prose and poetry samples were disseminated, pre- and postsurveys were administered, students were trained in the peer editing process, and students were helped to prepare peer editing critique sheets. Analysis of the data revealed that the students could distinguish between good and bad literature. (Two tables of data, survey instruments and evaluation forms for book critiques, poetry evaluation, skit evaluation, and college essay critiques are included. Contains 29 references.) (Author/RS)

Descriptors: •Childrens Literature; Creative Writing; Editing; •Evaluation Criteria; Evaluation Methods; High Schools; •Literature Appreciation; Peer Evaluation; Poetry; Student Attitudes
Identifiers: •Aesthetic Reading; Taste Discrimination

Record - 207

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED372400 CS214424
Designing a Home Writing Program To Study the Effects of Increased Parental Involvement on Second Graders' Writing Skills.
Sides, Donna T.
May 1994
73p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A home writing program was developed and implemented using 22 second-grade target students to increase writing proficiency by soliciting parent involvement with home writing and to improve attitudes toward writing. Students attending a north central Florida school were supplied with a writing suitcase containing thematic story starter cards, a parent guideline page, a time and comment card, and various writing and art materials. The success of the writing program was measured by comparing the scores of pre- and post-writing samples written to a prompt and by assessing pre- and post-surveys of parent and student interest in writing. Results indicated a moderate level of achievement for the target group: writing ability increased 19%, positive parental interest increased 15%, and positive student interest increased 13%. Findings suggest that subsequent utilization of the home writing program over a longer period of time could provide a vehicle to increase writing proficiency skills. The success of the program has led to plans for implementing the home writing program school-wide in kindergarten through grade three. (Includes three tables of data. Appendixes present data on scores, survey instruments, writing prompts, sample story starter cards, the parent guidelines, the rubric scoring scale for narrative writing, and student story samples. Contains 21 references.) (Author/RS)

Descriptors: Grade 2; •Home Programs; •Parent Participation; Primary Education; •Writing (Composition); Writing Assignments; •Writing Attitudes; •Writing Improvement; Writing Skills
Identifiers: Florida (Central)

Record - 208

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED372378 CS011798
Enhancement of Communication Development of Primary Grade, At-Risk Children through Reading Aloud for Pleasure.
Wilczynski, Elaine L.
1994
51p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A practicum was designed to encourage 60 at-risk young children in a Chapter 1 reading program at a rural primary school to read for pleasure so that they would eventually

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increase literacy development. The parents, teachers, and volunteer readers would increase the amount of time spent reading aloud to the children in the Chapter 1 reading program. These individuals would become the reading role models for at-risk children. A grade level in-service program presented current views and information necessary for teachers, staff, and volunteers of enrichment reading for at-risk children. The value of reading was reinforced by providing increased books and magazines that assisted the teachers with classroom libraries and materials for reading aloud. Volunteers, such as peers and individuals from the community, were effectively incorporated with the teacher's needs. Analysis of the data indicated that parents reported their children enjoyed the time spent reading stories together and that they had increased their reading. Teachers stated that the at-risk children who were read to exhibited an attitude of confidence and expanded literacy development. (Contains 33 references. The beginning survey and the parent survey instruments are attached.) (Author/RS)

Descriptors: *High Risk Students; Primary Education; *Reading Aloud to Others; Reading Attitudes; *Reading Improvement; Reading Programs; *Recreational Reading; Rural Schools

Identifiers: Education Consolidation Improvement Act Chapter 1; Reading Motivation

Record - 209

DIALOG(R)File 1:ERIC

ED372374 CS011794

Improving Reading Comprehension Achievement of Sixth, Seventh, and Eighth Grade Underachievers.

Turner, Thomas N.
Aug 1993
131p.; Ed.D. Research Project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A program to improve sixth through eighth grade underachieving students' reading comprehension was developed. Students were identified by comparing their anticipated and actual national percentile scores on the Test of Cognitive Skills (TCS) and the Comprehensive Test of Basic Skills (CTBS). A survey of students' reading behavior, a review of school library circulation statistics, and the administration of the Estes Scale of Reading Attitudes revealed reading was not a priority interest for upper elementary grade students at Franklin Elementary School (serving grades K-8) in Franklin, New Jersey. The major solution strategies employed to improve achievement were designed to also increase positive attitudes toward reading. Strategies included the implementation of silent sustained reading, Accelerated Reader, a campaign for public library membership, a home reading contract, a read-aloud program, and a novel-based approach to reading instruction. As a result of the interventions, 82% of the 46 underachievers who completed the project improved their reading comprehension achievement on the CTBS and 52% met their original anticipated achievement as predicted by the TCS. Although the underachievers showed a mean increase of 8.36 normal curve equivalent points on the CTBS reading comprehension subtest, only eighth graders demonstrated a mean increase in positive attitude toward reading. Increased reading activity had a positive relation with improved reading comprehension; however, no clear association involving reading attitude and the interventions emerged. (Includes 22 tables of data. Appendixes present district goals in reading, data, survey instruments, the student-parent-teacher reading contract, and a read-aloud response form. Contains 34 references.) (Author/RS)

Descriptors: *Instructional Effectiveness; Intermediate Grades; Junior High Schools; *Reading Achievement; Reading Aloud to Others; Reading Attitudes; Reading Comprehension; *Reading Improvement; Sustained Silent Reading; *Underachievement

Identifiers: Comprehensive Tests of Basic Skills; Estes Attitude Scale; Franklin Borough School District NJ; Test of Cognitive Skills

Record - 210

DIALOG(R)File 1:ERIC

ED372371 CS011791

Increasing Emergent Reading Skills for First Grade Students through Peer Action Program.

Toliver, Mary A.
May 1994
43p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: THESIS (042); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

A program was developed and implemented to help identify, give direction to, and build self-confidence in children who lack emergent reading skills on entering first grade. Objectives were for 80% of the 18 students at a Florida elementary school to recognize the basic concepts about print, and that two or more cueing systems be used to decode or self-correct by 80% of the students. Subjects were instructed using Peer Early Action Reading Literacy (PEAR[illegible]), consisting of four workshop sessions, paired reading, response journals, computer exercises, and a comprehensive literature program. Measurement tools were the Kindergarten Report Card, a teacher-made checklist and teacher observations, and the response journals. All program objectives were met. The target

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group improved dramatically in all areas. (Contains 16 references and 3 tables of data. The reading readiness skills survey, a strategy group chart, and a story map are attached.) (RS)

Descriptors: Decoding (Reading); Early Intervention; *Grade 1; Instructional Effectiveness; *Peer Teaching; Primary Education; *Reading Improvement; Reading Research; *Reading Skills; Self Esteem

Identifiers: *Emergent Literacy; Florida (Central); Print Awareness

Record - 211

DIALOG(R)File 1:ERIC

ED372311 CG025515
Establishing a Short Term Program Component To Build Self-Esteem in a Small Group of Abusive and Potentially Abusive Parents.
Zimmerman, Judith
1993
63p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC94

This practicum was designed to enhance the self-esteem of abusive and potentially abusive parents. A combination of strategies was used to enhance self-esteem and to help parents solve problems in an appropriate manner. The intervention strategy included three objectives: (1) gain the confidence of the participants; (2) use a curriculum that allowed parents to explore and express their feelings about their past and future as these related to their parenting skills; and (3) presentation of situations that stimulated parental problem solving. Materials from an existing curriculum on self-esteem in abusive parents was used on the parents of children (ages birth to five years) in a private, non-profit child care center. Most of the parents were referred by social agencies in response to suspected abuse or neglect. Participants were allowed ample time during individual and group sessions to discuss their concerns and questions regarding their roles as parents. Pre- and post-test measurements indicated that all program objectives were met. Parents improved their ability to approach parenting problems in a positive rather than in an abusive manner. It is believed that much of the program's success had to do with the individual attention that each parent received. (RJM)

Descriptors: *Child Abuse; Child Neglect; Child Rearing; Children; Parent Attitudes; Parent Child Relationship; *Parent Counseling; *Parent Education; *Parenting Skills; Preschool Education

Identifiers: Parenting Styles

Record - 212

DIALOG(R)File 1:ERIC

ED372138 UD029976
Pro-social Awareness Skills Strategies that Provide Behaviorally Correct Options to the Elementary Grade Urban Learner.
Pretlow, Tharyll W.
1993
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum was devised to promote academic achievement by reducing problem behavior in third graders. Students developed behaviorally correct options to promote prosocial behavior and avoidance of hostile situations in their social context by identifying social deficits and using discovery and transfer-learning techniques. Student pre- and post-assessment activities were developed, and behavior and academic progress charts were prepared. Child-centered mini-workshops presented individualized activities relative to identified social deficits and conflict-avoidance options. Pre- and post-achievement tests were administered, and a child-behavior checklist was completed for each child. The 21 subjects also completed pre- and post-self-assessment activities. Data analysis reveals that the targeted participants in the behavior-change practicum were more likely to avoid hostile situations and to focus on academic achievement. Posttest behavior-checklist observations and posttest academic-achievement results demonstrate an awareness by participants of what being prosocial means, knowledge of how to apply their social skills, and improved academic achievement. Four appendixes contain a strategies chart, a parent-notification letter, a progress chart, and a certificate of participation. (Contains 14 references.) (SLD)

Descriptors: Academic Achievement; Achievement Tests; *Behavior Change; Conflict Resolution; Elementary School Students; Grade 3; *Interpersonal Competence; Knowledge Level; Pretests Posttests; Primary Education; *Prosocial Behavior; *Student Attitudes; Teaching Methods; Urban Schools; *Urban Youth; Workshops

Record - 213

DIALOG(R)File 1:ERIC

ED372051 SP035339
The Development of a Health Promotion Workbook for AIDS

(cont. next page)

Education Programs. Curriculum and Program Planning.
Hobbs, Stephen; Baskett, Morris
Mar 1994
356p.; Ed.D. Practicum, Nova University. Some tables may not reproduce well.
EDRS Price - MF01/PC15 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); NON-CLASSROOM MATERIAL (055)
Geographic Source: Canada; Alberta
Journal Announcement: RIENOV94

The purpose of this study was to develop a valid and reliable health promotion workbook to assist staff and volunteers of the AIDS Calgary Awareness Association in the systematic design, development, administration, and evaluation of preventive health promotion programs. Information was gleaned from a review of health promotion, social marketing, and AIDS-related literature; consultations with health promotion practitioners; and workbooks provided by national health organizations. A first copy of the workbook was developed through formative consultation with an internal working group from AIDS Calgary. The draft copy and a Workbook Evaluation Instrument were given to three external reviewers for summative comments. A second draft was resubmitted to the first two groups and a third group of external reviewers. From the comments of all reviewers, the workbook was determined to be ready for use. Recommendations for the improvement of practice included the request to apply process and product evaluation to confirm the workbook's content and construct validity. Appendixes provide an explanation of the Simple Systems Model; a Health Promotion Model (Source: Uganda Work Experience); copy of the letter sent to national health promotion organizations with a list of organizations contacted; the workbook evaluation instrument; and the final product--the Health Promotion Workbook. (Contains approximately 55 references.) (Author/LL)

Descriptors: *Acquired Immune Deficiency Syndrome; Educational Planning; Elementary Secondary Education; Foreign Countries; *Formative Evaluation; Health Education; Health Personnel; *Health Promotion; *Material Development; *Summative Evaluation; *Workbooks
Identifiers: AIDS Calgary Awareness Association; Alberta

Record - 214

DIALOG(R)File 1:ERIC

ED372046 SP035332
A Workshop and Resource Program for Training and Motivating College English Professors To Teach Critical Thinking Skills.
Adkins, Kathleen
Apr 1994
44p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A survey, completed by 15 professors of English, indicated a fundamental lack of student critical thinking skills within their department, and a 90 percent discrepancy in teacher training with only 10 percent of teachers having received formal training. This paper describes a workshop designed to educate and motivate the English professors in a small community college to teach critical thinking and problem solving skills. Program strategies included motivating faculty involvement through collaborative empowerment, positive reinforcement, personal communication, and voluntary participation. The workshop included instruction on practice in proven critical thinking teaching methods, a handbook of teaching strategies, research articles and resources, and post-workshop discussion meetings. Subsequent to workshop implementation, a second survey showed that participating instructors observed improvement in student critical thinking skills, and 100 percent reported increases in their own knowledge, awareness, motivation, and use of critical thinking teaching methods. The project also served as the start of an "across-the-curriculum" drive to infuse critical thinking into all courses at the college. Appendixes provide pre- and post-workshop surveys, survey results, post-workshop faculty feedback, workshop agenda, and the handbook's table of contents. (Contains 23 references.) (Author/LL)

Descriptors: *College English; Community Colleges; *Critical Thinking; English Departments; Higher Education; Inservice Teacher Education; Motivation Techniques; *Professors; Program Design; Resource Materials; *Skill Development; Teaching Methods; *Teaching Skills; *Thinking Skills; Workshops

Record - 215

DIALOG(R)File 1:ERIC

ED372009 SO024078
Decreasing Reliance on Middle School Social Studies Textbooks through Staff Development.
Ray, Michelle
1993
54p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94
Target Audience: Researchers

Social studies teachers utilized outmoded textbooks to assign, discuss, and test a model that allowed little time for integration of other resources besides the text. With

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training, the teachers began to incorporate other instructional strategies. A questionnaire administered to six social studies teachers showed that five out of the six teachers used the text or notes based on the text on average 40 minutes out of every 50 minutes, and a questionnaire of 30 middle school students showed that 28 of the students studied for tests by exclusively using notes from lectures and questions from the end of the chapter. After administration of the questionnaires, teachers and students were trained in the use of innovative instructional strategies. The results indicated that the students spent approximately 1.5 periods per week using alternative strategies and resources other than the text. The teachers learned at least two new instructional strategies such as KWL and conceptual mapping. Resources used besides the text include the computer lab, newspapers, reference as well as authentic literature experiences, and hands on projects. All six of the teachers indicated in the post-questionnaire some growth using alternative resources and feeling comfortable using at least one strategy to some extent. (CK)

Descriptors: Educational Strategies; *Instructional Effectiveness; *Instructional Improvement; Instructional Materials; Intermediate Grades; Junior High Schools; Middle Schools; Questionnaires; Resource Materials; *Social Studies; *Staff Development; Textbook Research; *Textbooks

Record - 216

DIALOG(R)File 1:ERIC

ED371897 PS022529

Changing Parents' Understanding of Learning in a Grade Two-Three Classroom through Teacher Contacts.

Johnston, Betty
1994
66p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum was designed to change parents' attitudes toward their children's learning, so that parents would understand the importance of student-centered and student-directed learning activities and have a better understanding of their children's actual learning activities. An initial telephone survey of four parents of students in a combined grade two-three class found that three considered teacher-directed activities more conducive to learning than student-directed activities. To help change this attitude, a 12-week program of increased teacher-parent interaction on the students' reading, spelling, and mathematics activities was implemented. This included having the teacher work with individual students on an activity during a parent visit to the classroom, sending photographs of a classroom activity home with students, and writing letters to arents about classroom activities. A questionnaire was forwarded to the parents of 21 students at the end of the program, with the goal of having the parents of at least 11 students express favorable attitudes toward student-directed active learning. Although 10 of the 11 responses were highly or somewhat supportive of active learning instruction, the poor response rate resulted in none of the four expected outcomes being achieved. (A copy of the parent questionnaire is appended.) (MDM)

Descriptors: Attitude Change; Class Activities; *Educational Attitudes; *Experiential Learning; Foreign Countries; Mathematics Skills; *Parent Attitudes; Parent Participation; Parent Student Relationship; *Parent Teacher Cooperation; Primary Education; Questionnaires; Reading Skills; Spelling; *Student Centered Curriculum

Identifiers: Active Learning; Ontario

Record - 217

DIALOG(R)File 1:ERIC

ED371882 PS022508

Meeting the Social Needs of Sixth Grade Students Moving into a Junior High or Middle School through an Integrated Activities Program.

James, Darlene K.
1994
79p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum was designed to develop a transition program and social activities for sixth-graders to help ease the passage from elementary school and increase their sense of belonging in a sixth- through eighth-grade junior high school. The students were surveyed concerning their degree of self-esteem, connection to school, perception of opportunities for social interaction with their peers, and perception of opportunities to develop excellence. Parents and teachers were surveyed concerning program development and implementation. Various social activities were developed or opened up to sixth-grade participation, including school spirit days, activity days, inter-scholastic cross-country, band, intramural athletics, art club, and yearbook committee. The results of the intervention were mixed, with student and teacher attitudes remaining largely the same before and after program implementation. The physical and educational isolation of the sixth-grade students and teachers in the school building, as well as friction between teachers and the school

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administration, were seen as contributing factors to low levels of school spirit and morale among a large segment of the sixth-grade student and teacher population. (Eight appendixes contain copies of the student, parent, and teacher surveys, the results of these surveys, and a record of student participation in program activities.) (MDM)

Descriptors: Educational Attitudes; Elementary School Students; *Extracurricular Activities; *Grade 6; Intermediate Grades; Junior High Schools; Middle Schools; Program Descriptions; Program Effectiveness; School Attitudes; Self Esteem; *Social Development; Socialization; Student Attitudes; *Student School Relationship; *Transitional Programs

Record - 218

DIALOG(R)File 1:ERIC
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ED371873 PS022475

Increasing Teacher/Parent Awareness of Developmentally Appropriate Movies for 3-6 Year Olds through Use of a Rating Scale.

Truxal, Merilyn R.
1994
45p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIENOV94

This practicum identified a lack of standards for movie viewing by children age 3 through 6 at a preschool child care center, and proposed a rating scale to determine the suitability of videotaped films. Staff and parents of students seemed unaware of potential long-term adverse affects of some movies, such as desensitizing children to violence, providing stereotypes that children will imitate or model, and possibly fostering misconceptions. A rating scale was developed that graded films on theme content, production quality, violence, language/role modeling, and stereotypes. A rating of at least 81 out of a possible score of 100 was considered the minimum for recommended viewing. Forty movie videos and television programs were rated, with the results dispersed to parents and staff at the center. Twelve of the 40 movies and program received a score of 81 or higher. It was noted that some movies produced by the Disney Corporation and other family-orientated distributors did not meet the minimum score, even though the films were geared toward preschoolers. (Three appendixes provide a list of familiar movies for 3- to 6-year-olds, a movie rating tally sheet, and the ratings of 40 movies and television programs.) (MDM)

Descriptors: *Content Analysis; Critical Viewing; Day Care Centers; Early Childhood Education; *Films; *Mass Media Effects; Parent Attitudes; *Preschool Children; *Rating Scales ; Stereotypes; Teacher Attitudes; Videotape Cassettes; Violence

Identifiers: *Developmentally Appropriate Programs; *Film Viewing

Record - 219

DIALOG(R)File 1:ERIC
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ED371854 PS022449

Bridging Adult Differences through a Problem-Solving Approach to Toilet Learning with Toddlers.

Comeau, Rebecca
1994
42p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum addressed the problem faced by a child care center in dealing with parents from various ethnic backgrounds who possessed different views on toddler toilet training. The goal of the 10-week project was to establish an environment in the toddler program that allowed teachers and parents to approach toilet training cooperatively. During the first week, parents and teachers were surveyed about their attitudes toward toilet training, from which staff developed a plan of action for working with each parent. Staff then provided parents with educational materials on toilet training and initiated weekly communications between parents and teachers concerning each child's toilet training experiences. The strategy empowered the parents and teachers to identify and resolve issues regarding toilet training, successfully reducing conflicts between parents and teachers. (Four appendixes provide copies of the parent and teacher surveys as well as toilet training observational journals and logs.) (MDM)

Descriptors: Change Strategies; Child Development; Conflict Resolution; Cultural Differences; Day Care Centers; *Educational Attitudes; *Parent Attitudes; *Parent Teacher Cooperation; Preschool Education; Questionnaires; *Teacher Attitudes; *Toddlers

Identifiers: *Toilet Training

Record - 220

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED371847 PS022436

Involving Parents as Partners in a Peer Facilitation Model of Parenting.

Buntin, Kathleen R.
1993

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49p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

As a practicum project, an elementary school counselor developed and implemented a parent education program centered on the use of parents as models and peer facilitators for other parents. Based upon a survey of parents' self-professed needs, the program focused on parenting skills designed to help children avoid such high-risk behaviors as alcohol and drug use. Workshops were held for five parent volunteers to acquaint them with PRIDE Parent Training's Parent to Parent video course on alcohol and drug abuse prevention. These parents would then use the videotapes and supporting materials with other neighborhood parents in peer group meetings. Although no peer classes were held, several were scheduled for the following school year, and parental involvement in school activities increased due to interest in the program. (Three appendixes provide copies of the parent survey, along with program evaluation forms in English and Spanish.) (MDM)

Descriptors: Change Strategies; Elementary Education; *Parent Education; *Parenting Skills; Parent Participation; *Peer Teaching; *Prevention; Program Descriptions; Program Development; Program Implementation; Role Models; *Substance Abuse

Record - 221

DIALOG(R)File 1:ERIC
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ED371836 PS022409

Improving the Transition of Students Moving into Sixth-Grade through a Middle School Orientation and Peer Helper Program.

Pettit, Nancy
1994
54p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

An orientation and peer helper program was developed at a public middle school in a rural community to reduce the problems associated with sixth-grade students transferring into the school during the school year. Transfer students and their parents or guardians were provided with a video and brochure that explained the school's services, programs, and requirements. In addition, a peer helper club was designed to match the transfer student to a peer helper with similar interests. The peer helper served as a mentor and friend to help the transfer student with homework, classwork, and social activities. Four of the 8 transfer students entering the school during the 12-week implementation period participated in the program. A teacher, the transfer students, and peer helpers met every week or 2 for 15 minutes to implement various activities, such as role playing and journal writing, to help the transfer students through the transition period. Transfer students, their parents or guardians, and their teachers evaluated the program after 12 weeks. The transfer students expressed positive attitudes about their new school, and had a better understanding of what was expected of them in academic classes. Teachers indicated that the orientation program was helpful and expressed an interest in seeing all transfer students participate. Parents also found the video helpful. All participants liked the peer helper club best. (AC)

Descriptors: Grade 6; Intermediate Grades; Junior High School Students; Middle Schools; *Orientation Materials; Parent Participation; *Peer Counseling; Program Effectiveness; *School Orientation; *Student Adjustment; Student Attitudes; Student School Relationship; *Transfer Students; *Transitional Programs; Videotape Recordings

Record - 222

DIALOG(R)File 1:ERIC
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ED371833 PS022397

Decreasing School Suspensions among Middle School Children by Implementing a Rehabilitative In-Room Suspension.

Novell, Ireneanne
1994
152p.; Ed.D. Practicum Report, Nova University
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum report describes a 15-day in-room suspension strategy designed to reduce the increasing number of principal-initiated student suspensions resulting from inappropriate conduct. The program's distinguishing features entailed a central figure who predetermined the candidates by means of a pre-suspension interview, parental-student involvement and choice, and the student's motivation for avoiding an impending principal's suspension. A contingency contract delineated the conditions that necessitated pupil isolation, while promoting structure and a guidance curriculum that featured communication skills. It also introduced, through a point system, a behavioral modification strategy that conceivably reduced the duration of the in-room suspense from an unprecedented 15 school days to 10 days. The program was rehabilitative rather than punitive in design. Analysis of the program data revealed an impressive improvement among those in need of academic structure and a minimal effectiveness among reluctant participants An accomplished

(cont. next page)

teacher-in-charge, parental involvement, and continual intercommunication contributed to the program's success. The report's 11 appendices contain: (1) the program proposal; (2) the contingency contract; (3) an explanation of the point system; (4) an anecdotal or point system form; (5) an evaluation summary of the assignee; (6) the questionnaire, key, and results to the pretest-posttest sample of attitudes; (7) the teachers' survey and results analyzing attitudes of the IRS-RISC participants; (8) a student-parent interview critique; (9) the modified contingency contract; (10) the student progress sheet; and (11) the assignment format. Contains 60 references. (TJQ)

Descriptors: Behavior Change; Change Strategies; *Contingency Management; *Discipline; Discipline Policy; Discipline Problems; *In School Suspension; Intermediate Grades; Junior High Schools; Middle Schools; Parent Participation; *Performance Contracts; Program Effectiveness; *Rehabilitation Programs; *Student Behavior; Student Responsibility

Identifiers: Contingency Approach; *Middle School Students; Point System

Record - 223

DIALOG(R)File 1:ERIC

ED371829 PS022383

Enhancing the Fiscal Outlook of a Nonprofit Agency through Board of Training, Fundraising Techniques and a Marketing Plan.

Farquharson, Patrice E.
1994
67p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum focused on improving the funding of a state-supported, non-profit day care center through the development of a marketing plan, enhanced fundraising techniques, increased involvement by the center's board of directors, and heightened community awareness. To accomplish these goals, board members were interviewed and encouraged to use their influence and contacts to seek new sources of funding and donations for the center. A grant application was sent to a local agency to provide funding for a program development consultant. An illustrated brochure about the center was produced and distributed to local businesses, organizations, and individuals to attract donations of money or materials. A videotape of the day care program was also produced and shown on a local television station to increase community awareness of the center and to attract financial support. These developments led to a more than five-fold increase in funding and donations to the center in the four months after the program took effect. Board member and community involvement also increased. (Eight appendixes provide copies of correspondence, interview questions, and an abstract of the grant proposal.) (MDM)

Descriptors: *Community Involvement; *Day Care Centers; Early Childhood Education; Educational Finance; *Financial Support; *Fund Raising; Governing Boards; *Private Financial Support; Program Descriptions; *Program Development; Program Effectiveness; Public Relations; School Community Relationship

Record - 224

DIALOG(R)File 1:ERIC

ED371820 PS022225

Reducing the Retention Rate among Kindergarten, First, and Second Grade Students.

Turco, Angela
Mar 1993
152p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIENOV94

An intervention project sought to lower the grade retention rates of kindergarten, first-, and second-grade students in one New Jersey school district. During three school years, 1987-1990, the retention rate was 7 percent of the total population of these grades. An exploration of causes identified several possible factors, including: (1) lack of preschool experience; (2) developmental immaturity; (3) increased academic expectations; (4) absence of full- or extended-day kindergarten; (5) developmentally inappropriate teaching techniques; (6) classroom management; and (7) organizational factors. Social and environmental variables cited were: (1) behavioral problems; (2) lack of effort and motivation; (3) family transience; (4) low socio-economic background; (5) poor attendance; (6) limited experiential background; and (7) various learning disorders. Following a review of current applicable research and classroom monitoring that assessed student achievement, instructional procedures, classroom management, and teacher effectiveness, four terminal objectives were developed to reduce the retention rate from 7 percent to 3 percent or less. Staff development, the work of the intervention committees, and the implementation of whole-language, cooperative learning, developmentally appropriate instructional practices, and the Writing to Read program all served to accomplish the objectives of the project. At the end of the 1992 school year, the retention rate was 1 percent of the kindergarten, first-, and second-grade population. (Contains 95 references.) (TJQ)

Descriptors: Academic Achievement; Cooperative Learning;

(cont. next page)

*Elementary School Students; *Grade 1; *Grade 2; *Grade Repetition; *Intervention; *Kindergarten; Primary Education; Staff Development; Whole Language Approach

Identifiers: Developmentally Appropriate Programs; Writing to Read Program

Record - 225

DIALOG(R)File 1:ERIC
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ED371730 IR016703

Computer Simulation: Improving Case Study Methods for Preservice and Inservice Teacher Education.

Brown, Margaret E.
May 1994
124p.; Ed.D Practicum, Nova Southeastern University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum was designed to address a problem in a teacher education program where case study experience for education students to learn to diagnose learning disabilities was limited and difficult to provide due to such problems as course scheduling, transportation in a rural area, and identifying appropriate children for study. Participants included undergraduate and graduate students, school district resource teachers, and faculty instructors. Practicum goals were to improve case study experiences for preservice education students learning to diagnose the nature of learning disabilities in school age children and youth; enhancing inservice teacher training; and facilitating the use of technology across the curriculum in the teacher education programs. With the available technology in the school of education, a computer simulation for case study was implemented. The vast majority of students found computer simulation case study to be an easy-to-use and effective tool in the education program. Included in the appendices are questionnaires used in the evaluation of the simulation. (Contains 43 references.) (Author/JLB)

Descriptors: Case Studies; Comparative Analysis; *Computer Assisted Instruction; *Computer Simulation; *Educational Diagnosis; *Educational Technology; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Learning Disabilities; Preservice Teacher Education; Problems ; Questionnaires; Special Education; Student Attitudes; Teacher Education

Record - 226

DIALOG(R)File 1:ERIC
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ED371729 IR016702

Using Video Technology as an Instructional Strategy within the Elementary Science Curriculum.

Torri, Geno J., Jr.
May 1994
76p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

This practicum was designed to increase elementary education interns' use of video technology within the science curriculum. Interns from previous semesters were not using technology within their final semester projects, and most were not comfortable using technology. The purpose of this practicum was to increase the scientific and technological literacy of the interns and develop a positive attitude toward the use of technology within their instruction. Within this practicum, the interns had the opportunity to develop the skills and confidence needed to be technology literate. A cooperative training program with the local public broadcasting station was developed, and instructional video technology was modeled within the weekly course presentation. Also, a video technology resource room was created for the interns. Analysis of the interns' final thematic unit presentation indicated an increased use of video technology, and, through a reflective attitude paper, all the interns stated an increased comfort level for using technology within the curriculum. (Contains 35 references.) (JLB)

Descriptors: Attitude Measures; Curriculum Development; *Educational Media; Educational Technology; *Educational Television; Elementary Education; *Elementary School Science; Higher Education; Instructional Innovation; Science Instruction; Teacher Attitudes; Teacher Education; *Teacher Interns; Teaching Methods; *Technological Literacy; Videotape Recordings

Identifiers: *Video Technology

Record - 227

DIALOG(R)File 1:ERIC
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ED371389 CS214393

Using a Collaborative Learning Project To Teach Information Literacy Skills to Twelfth Grade Regular English Students.

Coleman, Michael W.
Jun 1994
128p.; M.S. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043) •

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Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A practicum project was developed and implemented to teach information retrieval literacy skills to Grade 12 regular English students in a public high school. The research skills that the students were learning by mastering the electronic information systems in the school media center were used to research a "real world" problem to be written up in a student newsletter. The target group of 105 regular English students (85 by the end of the project) included nonnative speakers. Project implementation strategies involved collaborative learning in heterogeneous groups--collaboration was on every level, from choosing the research topic to locating the information on the electronic retrieval system to mastering the skills of correct research report writing. Notes and drafts for the research projects and a journal entry by each student served as a check on the project. Students decided the newsletter format, spacing, and typesetting, and completed paste-ups of the prototype newsletter. When the newsletters were published, each group made a presentation of its "survival guide" newsletter to the whole class. Among recommendations for the future are: (1) skills for research writing and publishing should be mastered before the project begins; (2) project should be made available to the English department head for use and shared with the school media specialists; and (3) the county's newly adopted competency-based curriculum should include this project as an alternative to the traditional research report now required for 12th-grade classes. (Contains 30 references; appendixes include interviews, data, and surveys.) (NKA)

Descriptors: *Cooperative Learning; English Instruction; *Grade 12; High Schools; High School Students; *Information Literacy; Public Schools; Research Papers (Students); *Research Skills; *Skill Development; Student Projects; Student Publications; Student Research; *Writing Assignments

Identifiers: Collaborative Writing; *Student Led Activities

Record - 228

DIALOG(R)File 1:ERIC
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ED371375 CS214379

Increasing Prekindergarten Children's Writing Opportunities through Teacher Education.

Pickle, Barbara A.
1994
61p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A practicum was designed to increase the writing opportunities of 37 prekindergarten children in three classes through staff development. Formal and informal surveys of prekindergarten teachers confirmed the need for more information on child development, the development of the writing process, and prekindergarten whole language. A series of workshops were developed for the prekindergarten teachers on child development, whole language, portfolio assessment, and the development of the writing process. Other strategies included information brainstorming, organization of centers to provide writing opportunities, and acting as a resource person to provide support to teachers. Analysis of the data revealed the teachers had a better understanding of how the writing process developed and interrelated to language and reading. Through this understanding, writing opportunities increased in the prekindergarten classroom. (Contains 16 references and three tables of data. Teacher surveys, an observation form, a portfolio checklist, and outlines for a workshop on whole language, the development of writing, and portfolio assessment are attached.) (Author/RS)

Descriptors: Child Development; Preschool Education; Reading Writing Relationship; *Staff Development; *Teacher Education; Whole Language Approach; *Writing Improvement; *Writing Processes

Identifiers: Portfolio Approach

Record - 229

DIALOG(R)File 1:ERIC
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ED371340 CS011769

Creating a Balanced Literate Environment for the Multi-Age, Multi-Ability, Primary Classroom through Staff Development.

Embry, Julia E.
1994
161p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A practicum was designed to increase the expertise of primary teachers in the creation of developmentally appropriate reading/writing curriculum for the multi-age, multi-ability, primary classroom through literacy training staff development sessions. The system of literacy training was constructed over a period of eight months with 34 primary teachers from three elementary schools. Staff development training sessions on early literacy and authentic assessment using the running record were developed. Pre/post questionnaires, change assessment scales for administrators, a literacy plan of action for local schools, running record scripts for assessment training, literacy lessons, and developmentally appropriate curricula were administered or developed. Analysis of the data revealed that after the staff development training on early literacy and authentic

(cont. next page)

assessment, the primary teachers were able to create a developmentally appropriate curriculum for reading and writing in the multi-age, multi-ability, primary classroom. The key factor in the accomplishment of the practicum was the early literacy staff development training sessions received by the primary classroom teachers. (Contains 42 references and six tables of data. The pre/post questionnaires, change assessment for teachers, a blank literacy plan of action, a running record script, and a sample running record are attached.) (Author/RS)

Descriptors: *Heterogeneous Grouping; *Inservice Teacher Education; Primary Education; Program Effectiveness; *Reading Instruction; *Staff Development; *Student Evaluation; *Writing Instruction

Identifiers: *Authentic Assessment; Emergent Literacy

Record - 230

DIALOG(R)File 1:ERIC
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ED371331 CS011760

Enhancing Motivation and Reading Achievement: Intervention Strategies for the Underachieving Middle School Student.

Gertz, Ellen A.
1994
64p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A practicum was designed in response to the increasing numbers of at-risk middle school students lacking appropriate academic skills as well as the motivation to learn. A small-group reading intervention program was implemented to help underachieving students increase their success rate on a mastery level. Targeted students were sixth graders, in the regular education program in a middle school (in a large southern public school district, 93% non-white), functioning approximately one year behind in reading. From this population strategy instruction was provided to six small groups (2-5 students) over a 10-week training period. During the 8-month implementation phase a total of 18 students, referred by their reading teachers for lack of progress, met once a week at their regularly scheduled reading class time. The strategy instructor taught procedures for reading as well as more general strategic processes to facilitate learning, personal responsibility, and student motivation. Pre- and posttests were administered individually, and an informal interview was conducted with all participants. A behavior rating scale was developed using reading teachers as informants. Analysis of data revealed that comprehension and memory for what was read increased for all 18 participants after cognitive strategy training. Increase in strategy use, improved class participation, oral reading, comprehension and self-evaluation were also noted. Although results suggest program effectiveness, determination of whether generalization or maintenance of appropriate behaviors will occur are difficult due to the short-term nature of the intervention. (Contains 78 references. The behavior rating scale is attached.) (Author/RS)

Descriptors: Grade 6; *High Risk Students; Instructional Effectiveness; Intermediate Grades; Metacognition; Middle Schools; *Reading Achievement; Reading Comprehension; *Reading Improvement; Reading Instruction; *Reading Strategies; Small Group Instruction; *Student Motivation; *Underachievement

Identifiers: Middle School Students

Record - 231

DIALOG(R)File 1:ERIC
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ED371286 CG025579

Providing Grief Counseling with Inner City Elementary Aged Children Whose Relative Was Murdered because of Gang Violence.

Steward, Cherie A.
1993
64p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIENOV94

This practicum addressed the problem that many inner city elementary students dealt with on a daily basis. The objectives were to increase the students' ability to express their grief, concentrate on class work, and to decrease their wanting to hurt others because they felt angry or hurt. The writer administered a questionnaire to teachers and parents, consulted with teachers and parents, and developed and supervised a grief counseling program for students. The overall results of the practicum were positive with 91% of the elementary students being able to express their feelings about grief to a very high level. Further analysis indicated that 90% of the parents increased the overall time they spent with their children, so the students expressed their grief more often with their parents. Also, 70% of the teachers reported an overall decrease in students' initiating fights with their peers when they felt angry about a relative's death. The grief counseling experiences were positive for all of the students, parents, and participating teachers. The initial, individual consultations with teachers set the stage for a cooperative partnership between the teachers, students and writer. (Author)

Descriptors: *Adjustment (to Environment); Aggression; Anger ; Behavior Problems; Death; Elementary Education; *Elementary School Students; Emotional Problems; *Grief; Homicide; Mental Health; Moods; *School Counseling; *Urban Youth; Victims of Crime; *Violence

Record - 232

DIALOG(R)File 1:ERIC

ED371285 CG025576
Improving Parental Coping Skills during the Adjustment Period: A Model Divorce Education Program.
Abood, Faye
1994
64p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Ohio
Journal Announcement: RIENOV94

The design of this practicum was to address the problem of parents obtaining a divorce who did not possess coping skills and who sometimes misdirected their frustration and anger at their children. Often, children felt responsible for the divorce and experienced a profound sense of loss and confusion. The major goal realized in this practicum was that divorcing parents learned to channel their anger into more positive emotions and learned how to communicate effectively with their children. The following tools were developed for this practicum: (1) a parent survey; (2) 12 interactive work classes for divorcing parents; (3) appropriate handouts; (4) a personal information form for children of divorced parents; and (5) a parent informal interview form. Analysis of the data demonstrated that the divorcing parents became more aware of coping skills during this transition period and were able to direct their frustration toward positive outlets. In addition, there was a decrease in the number of anger incidents directed at their children. (Author/MSF)

Descriptors: Anger; •Child Rearing; •Conflict Resolution; •Daily Living Skills; •Divorce; Emotional Adjustment; Family Problems; One Parent Family; •Parent Child Relationship; •Parenting Skills; Problem Solving; Resources; Stress Management; Well Being

Record - 233

DIALOG(R)File 1:ERIC

ED371244 CG025314
Using a Staff Needs Planning System To Increase Organization, To Increase Quality of Client Services, and To Reduce Overtime.
Stang, David
Nov 1993
56p.; M.S. Practicum Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV94

A staff-needs planning system was developed and tested in a Department of Social Services' Family and Children's Services Unit in a medium-sized county where caseworkers used no established strategy or planning method to facilitate accomplishment of all the job requirements. The goal of the study was to implement a planning system based on each caseworker's needs in order to increase his/her organization and the quality of services provided to his/her clients, and to reduce overtime. The results indicated improved handling of caseworker's responsibilities. However, the improvement could be related only indirectly to the planning system. Appendices include sample question and survey forms, planning system forms, implementation plans, and percentage scores. (MSF)

Descriptors: •Change Strategies; Child Welfare; Efficiency; •Job Performance; Job Satisfaction; •Organizational Effectiveness; Performance Factors; Planning Productivity; Program Implementation; Scheduling; •Social Workers; Staff Development; Supervision; •Time Management; Work Attitudes

Identifiers: Performance Analysis

Record - 234

DIALOG(R)File 1:ERIC

ED371186 CE066663
A Program To Develop Awareness of Nontraditional Career Options, Gender Role Stereotyping, and Decision-Making Skills in Fifth and Sixth Grade Hispanic Girls.
Kloosterman, Diane M.
1994
89p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIENOV94

A practicum was designed to provide a program for a small group of fifth- and sixth-grade Hispanic girls to develop their awareness of nontraditional career options, gender role stereotyping and decision-making skills. This program was offered in an elementary school located in the suburbs of a major southwestern city. Self-esteem, assertiveness, and decision-making skills were introduced as means of supporting choices made independent of traditional female roles. The program consisted of a variety of weekly lessons that included lecture and discussion, paper-and-pencil activities, role plays and student interactions, books and videos, activities and games, and guest speakers. An analysis of pre- and post-test results revealed an increase in career awareness, gender role stereotyping awareness, and self-esteem and assertiveness for a majority of the girls. Pre-test levels of gender role stereotyping awareness and self-esteem were higher

(cont. next page)

than expected. Results suggested the need for career awareness and self-esteem support programs for girls in the sixth grade, much earlier than the generally accepted high school curriculum. (Appendixes include interview questions for teachers as part of evidence of the problem, Attitudes toward Nontraditional Careers survey, Assertiveness survey, list of career day choices, post-implementation interview questions for teachers, and a list of 13 program resources.) (Contains 40 references.) (Author/YLB)

Descriptors: Assertiveness; *Career Awareness; Career Choice ; Career Education; *Decision Making Skills; *Females; Grade 5 ; Grade 6; *Hispanic Americans; Intermediate Grades; *Nontraditional Occupations; *Self Esteem; Sex Bias; Sex Role; Sex Stereotypes

Record - 235

DIALOG(R)File 1:ERIC
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ED370954 SP035323

Developing and Implementing a Comprehensive AIDS Education Program in a Public School District.

Chubb, H. Nicholas

Mar 1994

138p.; Ed.D. Major Research Paper, Nova Southeastern University.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: DISSERTATION (041)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEOCT94

The Pennsylvania Department of Education mandated that all school districts in the state include K-12 instruction about Acquired Immune Deficiency Syndrome (AIDS) and related issues beginning in September 1987. This paper describes one school district's comprehensive AIDS education program. A survey administered in the fall of 1991 produced information about a lack of knowledge of AIDS policies among high school staff and in the community. According to data analysis, the curriculum was not being taught at all mandated levels, and teachers and principals felt a lack of knowledge about AIDS education and district policies and procedures. As a result, the school district became actively engaged in enhancing the AIDS education of administration, staff, students, parents, and community groups; an AIDS curriculum Committee and a Teen AIDS Peer Group were established; and topics such as policy issues and community resources were major topics for AIDS inservice programs. Appendixes include the Pennsylvania State AIDS Mandate, the school district's AIDS policy, an elementary school AIDS instruction summary, parent letters for AIDS instruction, grades 8-12 pre/post AIDS instruction test; staff and parent surveys; a school district AIDS survey, and curriculum revisions. (Author/LL)

Descriptors: *Acquired Immune Deficiency Syndrome; Community Resources; Compliance (Legal); *Curriculum Development; Elementary Secondary Education; *Health Education; *Inservice Teacher Education; Policy Formation; *Program Implementation; School Districts; School Personnel; *State Legislation; Strategic Planning

Identifiers: Pennsylvania Department of Education

Record - 236

DIALOG(R)File 1:ERIC
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ED370738 RC019633

Improving the Identification of American Indian High School LEP (Limited English Proficient) Students through the Creation and Use of a Site-Normed Direct Assessment of Writing.

Fischer, David L.

1993

108p.; Ed.D Practicum, Nova University. Appendix D containing student writing samples may not reproduce clearly.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Arizona

Journal Announcement: RIEOCT94

The language arts department of an Arizona high school serving American Indian students developed a locally normed writing assessment to comply with a state mandate for the identification of limited English proficient (LEP) students. The members of the language arts department decided on a direct assessment of writing in which the student would respond to a set of comprehension questions about a story with cultural relevance for the school's population. Two forms of the test were developed, each containing a literal question, an interpretation question, and an evaluative question. The reading prompts chosen were culturally relevant and easy to read. Holistic scoring procedures based on a six-point scale were developed through pilot testing with 47 English-as-a-Second-Language students. The majority of the school's students then took the test to develop local norms. Two trained scorers independently scored each sample, with a third scorer used when scores differed significantly. Steps were taken to reduce the chance of scorer drift, scorer bias, and scoring errors of leniency and central tendency. High interscorer reliability was achieved, with over 60 percent of scores differing by 0 to 1 point. Appendices contain both forms of the test, scoring sheets, anchor papers, directions for administration, and scoring rubrics. (KS)

Descriptors: *American Indian Education; *English (Second Language); High Schools; High School Students; *Limited English Speaking; Reservation American Indians; *Student Evaluation; Teacher Made Tests; *Test Construction; Testing Programs; Test Reliability; Test Validity; Writing Evaluation; *Writing Tests

Identifiers: Cultural Relevance

Record - 237

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED370712 PS022438
Increasing the Frequency and Appropriateness of Science Activities for Pre-Kindergarten Children by Training Teachers in Hands-On Discovery Learning Strategies.
Gillingham, Dorathea Dixon
1993
77p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

This practicum was designed to improve adult skills in facilitating science learning in preschool children by improving teaching staff and parent understanding of active learning and science processes. A series of workshops was presented to pre-kindergarten teachers, family home child care providers, parents, and college students preparing to become early childhood teachers. The workshops consisted of hands-on demonstrations of science activities and learning strategies for preschool children that can be implemented at little cost using readily available household materials. Workshop participants were enthusiastic about the activities and strategies, with post-intervention surveys indicating that they increased the number and frequency of science activities in their classrooms and homes. Seven appendixes provide copies of the survey forms, workshop evaluation forms, journal review checklists, classroom observation checklists, weekly activity plans, workshop plans, and a resource list. Contains 35 references. (MDM)

Descriptors: *Classroom Techniques; College Students; *Discovery Learning; *Educational Attitudes; Higher Education; Parent Education; *Parents; Preschool Education; *Preschool Teachers; *Science Activities; Science Education; Surveys; Teacher Improvement; Workshops
Identifiers: *Hands on Science; Science Anxiety

Record - 238

DIALOG(R)File 1:ERIC
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ED370665 JC940376
An Assessment of the Adult Learners' Needs at Gateway Community-Technical College.
Luna, Wilson
Dec 1993
63p.; Ed.D. Practicum, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEOCT94

A study was conducted to assess the needs of adult learners at Gateway Community-Technical College (GCTC), in North Haven, Connecticut. An extended literature review resulted the choice of the three-part Adult Learner Needs Assessment Survey (ALNAS). In spring 1993, the ALNAS was administered to adult learners in classes at GCTC, resulting in 400 completed surveys representing 70% of the adult population at GCTC. Results for the first section of the ALNAS, which included inquiries into participants background, indicated that 65.3% of respondents were between the ages of 23 and 44, 77% of respondents were male, and 69.4% of respondents did not have a college degree. Results for the second section, which investigated the educational plans and references of participants, indicated that 77% of respondents planned to continue their education, 52.3% of respondents cited improving their income as a major reason for continuing their education, while 54.4% reported that learning to solve personal and communication problems was not a reason. Results for the final section, focusing on the personal and educational needs of adult learners, indicated that the five most important issues were improving writing, test taking, study, and mathematical skills and learning about job opportunities, while the five least important issues were obtaining child care services, coping as a single parent, navigating the campus, dealing with divorce, and obtaining services for a physical disability. The survey instrument, transmittal letter, and results of ALNAS are appended. (MAB)

Descriptors: Adult Education; Adult Learning; *Adult Students; Community Colleges; Course Selection (Students); Educational Assessment; *Educational Needs; Needs Assessment; Relevance (Education); *Student Characteristics; *Student Educational Objectives; *Student Needs; Two Year Colleges; *Two Year College Students
Identifiers: ACT Adult Learner Needs Assessment; Gateway Community Technical College CT

Record - 239

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED370537 IR016681
Using a Mnemonic Approach To Teach Fourth Graders To Use a Computer Keyboard.
Chubb, Beverly
Feb 1994
123p.; M.S. Practicum report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

(cont. next page)

This practicum addressed the problem of fourth grade students who watched their fingers and used the "hunt and peck" method while answering questions in curriculum-based software. The following objectives were established: at the end of the 15-week practicum period, all of the 22 targeted students will demonstrate at least 80% accuracy in correct finger placement on the alphabetic keys; and all of the 22 targeted students will apply their keyboarding skills in a word-processing situation. The solution strategies included a mnemonic approach to teach the entire alphabet keyboard in one lesson; age-appropriate drills and games; a project for reinforcement of the mnemonic lesson; and a computer program for practice. The success of the program was measured by the results of a pre- and posttest, teacher observation of keyboarding techniques, and students' use of keyboarding skills in critical-thinking skills applications. Although the stated objectives were not met, it was concluded that the program was a success because the students who displayed good effort succeeded by displaying keyboard mastery and application. Poor effort on the part of the students who did not meet the stated objectives mainly contributed to their low scores. (Contains 20 references.) (Author/MES)

Descriptors: *Computer Assisted Instruction; *Courseware; Grade 4; Intermediate Grades; *Keyboarding (Data Entry); *Mnemonics; Pretests Posttests; Problems; Teaching Methods; *Typewriting

Record - 240

DIALOG(R)File 1:ERIC
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ED370500 HE027460

The Effects of Cardiovascular Conditioning on Stress Levels of Law Enforcement Cadets: Politics, Law and Economics of Higher Education.

Van Dusen, Frederick
Mar 1994
64p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

The entry level cardiovascular condition test scores of 45 cadets at the Criminal Justice Training Institute (Florida) were compared with test scores after the cadets participated in a 15-week conditioning program. The test consisted of running, push-ups and sit-ups, and bench and leg presses. The conditioning program was designed to increase cardiovascular endurance and reduce stress, and ultimately, increase the fitness and longevity of the cadets. Results verified that there was a significant difference between pretest and posttest cardiovascular condition test scores. Cadets demonstrated that they were more aware of their conditioning level and of the importance of cardiovascular conditioning and physical fitness as a stress reduction method. The report recommends that the program become a permanent program at the Criminal Justice Training Institute and be introduced to law enforcement agencies in Palm Beach County, Florida. Appendices contain an assessment sheet and fitness profile, test scores, and statistical data. (Contains 17 references.) (JDD)

Descriptors: *Cardiovascular System; Institutes (Training Programs); Law Enforcement; *Outcomes of Treatment; *Physical Fitness; *Police; *Police Education; Postsecondary Education; *Program Implementation; Stress Management

Identifiers: Criminal Justice Training Institute FL

Record - 241

DIALOG(R)File 1:ERIC
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ED370338 EC303070

Implementing a Support Program for Parents of Learning Disabled Students in a Rural Elementary School.

Sizemore, Charlda Carroll
Jan 1994
96p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

This practicum reports on the development of a support network for parents (n=34) of students with learning disabilities at a private rural elementary school. The program focuses on providing essential information to parents and increasing their involvement within the school setting. The program involved: (1) monthly meetings of parents; (2) creative projects involving parents and children working together; and (3) development of improved communication channels among students, parents, teachers, and the school. Success of the program was measured by comparisons before and after program implementation utilizing a School Involvement Parent Questionnaire, school records, and a Background Assessment instrument. A 30 percent increase in average scores was measured on the Background Assessment. A 15 percent increase in parental volunteers in the classrooms and a 12 percent increase in parental attendance at school-wide functions were also exhibited. A 25 percent increase in positive responses on the parent involvement questionnaire indicated increased parental engagement in creative projects. Extensive appendices include the measures developed for the study, results of telephone polls, specific results for each question on the questionnaire, letters and materials used to develop the program, and results of the Background Assessment. (DB)

Descriptors: Creative Development; Elementary Education; Family Characteristics; Family School Relationship; *Learning Disabilities; *Parent Education; *Parent Participation;

(cont. next page)

*Parent School Relationship; Parent Student Relationship; Private Schools; Program Development; Program Effectiveness; Rural Schools; *Social Networks; Social Support Groups

Record - 242

DIALOG(R)File 1:ERIC

ED370150 CS508578

Enhancing Conflict Resolution Strategies with Prekindergarten Students through Children's Literature and a Citizenship Program.

Hall, Ora L.
1994
69p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

A practicum was executed with the primary purpose of enhancing prekindergarten students' ability to address conflicts in a positive prosocial manner. The location of the practicum was an urban elementary school which houses prekindergarten through grade 6. A literacy program (consisting of storytelling activities using the various forms of children's literature, role playing, puppetry, flannel board, organized games, and physical movement) and a citizenship program providing opportunities for students to be distinguished for exhibiting appropriate social behavior were implemented during a 12-week period. Students completed conflict inventories near the beginning and end of the practicum period. Students were also observed during "choice time" and recess. Results indicated that: (1) inappropriate acts of conflict before the practicum numbered over 30 per day and dropped considerably during the last 4 weeks of the practicum; (2) students' ability to determine the appropriate course of action in the event of a conflict increased significantly; and (3) students received both programs with much enthusiasm. (Contains 52 references and 4 tables of data. A record form for observations, the conflict inventory test pictures, and a 44-item bibliography of children's literature are attached.) (RS)

Descriptors: *Childrens Literature; *Citizenship Education; Communication Research; *Conflict Resolution; Instructional Effectiveness; *Interpersonal Communication; Preschool Education; Young Children
Identifiers: Emergent Literacy

Record - 243

DIALOG(R)File 1:ERIC

ED370051 CG025449

Enhancing Higher Educational Opportunities for Secondary School Minority Students: A Precollegiate Program.

Monahan, Patrick R.
1993
149p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

This practicum was designed to assist African American and Hispanic students and their parents to become aware of the preparations, procedures, programs, and resources requisite for enhancing educational opportunities. The major outcomes of the practicum were: (1) to increase the number of minority students applying to postsecondary institutions (2) to expand the pool of minority students taking standardized college admissions examinations; (3) to develop an awareness in 9th grade of postsecondary options for African Americans and Hispanics; and (4) to inform the parents of minority students about postsecondary education in order to prepare them to assist their children in making informed career and college-related decisions. A 15-component program geared to meet the needs of African American and Hispanic students and their parents was developed and implemented. Pre- and post-implementation surveys were administered to student and parent participants. The solution strategy utilized students, parents, teachers, counselors, speakers, and mentors to inform African American and Hispanic students and their parents about postsecondary options. Analysis of the data revealed that precollegiate program participants significantly increased the number of their postsecondary applications and greatly expanded the pool of students who took standardized admissions examinations. In addition, both 9th-grade minority students and minority parents were able to demonstrate an increased awareness of postsecondary opportunities as a result of participation in the precollegiate program. (Author/RJM)

Descriptors: *Black Students; *Career Counseling; Career Education; *College Preparation; Cultural Differences; *Educational Opportunities; Higher Education; High Schools; High School Students; *Hispanic Americans; *Minority Groups; Parent Participation; Parent Student Relationship; School Counseling; School Role; Student Financial Aid
Identifiers: African Americans

Record - 244

DIALOG(R)File 1:ERIC

ED370031 CG025404

Decreasing Physical and Verbal Aggression in Fifth Grade Students through Conflict Resolution Training.

Cassell, Joan R.

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1993
52p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEOCT94

This practicum was designed to decrease the number of aggressive responses to conflict by fifth grade students. The goal was to increase student awareness of peaceful resolutions while decreasing the number of teacher interventions in student conflicts. To educate students on conflict resolution, the Community Board Curriculum for conflict resolution was employed, which was supplemented by other activities such as dramatic role playing. To measure the extent of the problem and the efficacy of the program, a frequency chart was used for observation as well as student self-reports and teacher questionnaires. Program results indicated a 23% decrease in physically aggressive responses and a 15% reduction in verbal aggression. The number of students who reported that they knew how to settle a conflict peacefully rose from 31 to 60 out of 83 respondents. No changes occurred in the number of teacher interventions which may have been due to the teachers' desire to be involved in any resolution as it relates to the classroom. Results indicate that conflict resolution programs are effective with elementary school students and that such programs do not need to be elaborate or lengthy to work. Six tables are included which summarize the data. Three appendices give samples of student and teacher questionnaires. (RJM)

Descriptors: *Aggression; Child Behavior; *Conflict Resolution; Elementary Schools; Elementary School Teachers; *Grade 5; Intermediate Grades; Problem Solving; Student Attitudes

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ED370030 CG025403

Providing Psychoeducational Support for Children Affected by AIDS.

Black, Sandra
1994
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEOCT94

This practicum evaluated a psychoeducational group format developed to support children living in families affected by HIV and AIDS. The major goals were to help children cope with stressful events, with chronic strain, and with role transitions. There were five objectives for the children: (1) decrease feelings of isolation, confusion, anger and fear; (2) increase feelings of belonging, competency, and self-esteem; (3) decrease maladaptive behaviors in school; (4) improve academic performance; and (5) increase awareness of resources for support. The children's support group met for ten weeks in one hour weekly sessions. In post-group questionnaires, children exhibited decreased feelings of isolation and confusion, increased awareness of resources for support and guidance, and increased feelings of belonging and competency. Students also reported continuance in their maladaptive behaviors in school and in their poor academic performance. The group format seemed most effective using an open and unstructured agenda which encouraged open-ended questions and discussion. The sharing of worries, fear, and confusions within a safe, nurturing environment appeared to foster feelings of trust and group cohesion. Four appendices list examples of questionnaires along with a summary of data. (Contains 33 references.) (RJM)

Descriptors: *Acquired Immune Deficiency Syndrome; Adolescents; Cognitive Restructuring; *Family Environment; Health Education; Intervention; Mental Health Programs; *Psychoeducational Methods; Secondary Education

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DIALOG(R)File 1:ERIC
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ED369983 CE066518

An Evaluation of the Effectiveness of Policy Communication in the Professional Development Centre's Training Programs.

Rudasill, Susann E.
Apr 1994
59p.; Ed.D. Practicum Report, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT94

In the face of rising juvenile violent crime rates and media talk of waste, abuse, fraud, and ineffectiveness within the Florida Department of Health and Rehabilitative Services (HRS), the state recommended the adoption of a family-focused approach in client intervention strategy. The Florida Atlantic University Professional Development Centre (FAU/PDC) was contracted to develop a training program to implement the new policy. As a result, a study was conducted to determine the following: an efficient and valid method of determining the effectiveness of HRS communication of policy; training participants' level of understanding of the new policy; employees' attitudes toward implementation of the reform; and how receptive employees are to general policy communication. The Organizational Communication Profile (OCP) developed by Peterson and Pace was selected to develop a HRS communication profile. OCP surveys were administered to 123 case managers by

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FAU/PDC instructors during the introduction to the family-focused practice training sessions. The survey showed that overall, the communications were well-received by HRS employees and they were well aware of policies. The assessment instrument proved an efficient and valid method of identifying the effectiveness of HRS policy communication and employee attitudes toward that policy. As a result of the study, it was recommended that the juvenile justice curriculum be revised to include administration of the OCP survey. The instrument is also appropriate for future comparison of the policy communication strategies of other HRS departments, through their training partners, to their employees. Finally, it was suggested that HRS review its current method of policy dissemination to determine the feasibility of including training and development planners in the early stages of policy development. (The survey instrument is included in the report. Contains 18 references.) (KC)

Descriptors: *Communication (Thought Transfer); *Communication Audits; Government Employees; Juvenile Justice; *Organizational Communication; Organizational Development; Postsecondary Education; Professional Development; Public Agencies; *State Programs

Identifiers: *Florida

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DIALOG(R)File 1:ERIC
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ED369770 SP035220

The Development and Implementation of a Training Module To Increase the Awareness of Assistive Technology.

Alexander, Gwendolyn Bellamy
Dec 1993
79p.; Masters Thesis, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

This paper reports on a training program that was developed and implemented to increase awareness of training needs in the area of assistive technology. A survey was developed and distributed to Local Assistive Technology Specialists (LATS), parents, administrators, teachers, paraprofessionals, preservice teachers, and service providers throughout Florida. Results provided the nucleus for determining the development and implementation of a training module in assistive technology. A target group of 25 LATS representing various districts in Florida was selected for the study. The project included the completion and compilation of a questionnaire and participation in an assistive technology awareness workshop. Success was measured by comparing pre- and post-test results and attendance logs derived from two regional assistive technology awareness workshops. Appendices provide: glossary of related terminology; Awareness Workshop pre- and post-tests; Awareness Workshop attendance logs; training needs assessment survey; letter of explanation (LATS); letter of explanation (colleagues); total scores by training topic; frequently selected training topics; training locations by district; and an assistive technology inservice planning guide. (Contains approximately 15 references.) (LL/Author)

Descriptors: *Assistive Devices (for Disabled); Elementary Secondary Education; Inservice Teacher Education; *Needs Assessment; *Program Development; *Program Implementation; School Personnel; State Surveys; *Technological Literacy; *Training Methods; Training Objectives; Workshops

Identifiers: *Florida

Record - 248

DIALOG(R)File 1:ERIC
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ED369722 SO023977

Improving the Critical Thinking Skills of Ninth Grade World History Students by Integrating Critical Thinking Skills and Course Content.

Milton, Henry
1993
82p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94
Target Audience: Teachers; Practitioners

This document describes a practicum that was designed to incorporate student mastery of eight critical thinking skills, their definitions and nature of applicability, with the regular class material, and within the normal scope and sequence of ninth grade world history by introducing each skill concurrent with subject matter, thereby improving students' academic prowess by enabling each to function at more advanced levels of Bloom's "Taxonomy of Educational Objectives." An analysis of the results of the "Cornell Critical Thinking Test, Level X" and a teacher made questionnaire clearly indicate that students spend more time engaged in the memorization of course content than in analyzing, synthesizing, or evaluating it. During the course of implementation, students in the ninth grade world history course were sequentially presented with eight different historical themes, each accompanied by the rules for mastering, then applying a different, specific critical thinking skill. The skills were: (1) identifying frame of reference; (2) locating crucial elements inherent in an issue; (3) distinguishing between evidential and speculative basis for conclusions; (4) identifying main concepts; (5) identifying assumptions; (6) identifying implications and consequences; (7) distinguishing between faulty and justified inferences; and (8) synthesizing material. During the course

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of fulfilling the specific exercises attached to each theme, students applied each specific critical thinking skill. Working in small groups on some occasions and independently in others, periodic measurement was accomplished by both written and oral presentations. Analysis of post-test data indicates that students progressed from intellectually functioning at the more basic levels of Bloom's taxonomy to the more advanced levels. (DK)

Descriptors: *Critical Thinking; Curriculum Development; *Decision Making; Educational Research; Evaluative Thinking; Grade 9; High Schools; *History Instruction; Problem Solving; Social Studies; Student Development; Teaching Methods; *Thinking Skills; *World History

Identifiers: Blooms Taxonomy

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DIALOG(R)File 1:ERIC
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ED369530 PS022273

Improving Knowledge and Competency of Early Childhood Providers Through an In-Service Multicultural Bilingual Program.

Reginatto, Emilia
1993
51p.; Ed.D. Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

This practicum was designed to provide a multicultural, bilingual inservice training program for the staff of six early childhood centers serving a large Hispanic population. The inservice training consisted of weekly seminars, guest lectures, classroom observations, and feedback interviews with center directors and executives of agencies that cater to a Hispanic clientele. Assessment instruments were developed and administered to evaluate the teaching knowledge and competency of the 10 participants before and after the intervention. Pre- and postintervention tests demonstrated that all 10 participants increased their teaching knowledge and competency, especially in relation to the importance of a bilingual, multicultural approach to teaching. Three appendixes contain questions asked of agency executives, questions asked of center directors regarding their perceptions of the caregivers on their staff, and a copy of the teaching practices assessment instrument. (MDM)

Descriptors: Administrator Attitudes; *Bilingual Education; *Cross Cultural Training; Cultural Awareness; Cultural Differences; Hispanic Americans; *Inservice Teacher Education; *Multicultural Education; Preschool Education; *Preschool Teachers; Teacher Attitudes; *Teacher Competencies; Teacher Workshops

Record - 250

DIALOG(R)File 1:ERIC
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ED369387 IR016616

Helping Kindergarten-Fifth Grade Open Library Programs Develop Strategies for Improving Parent Staffing.

Montanez, Pablo
Dec 1993
116p.; Master of Science Practicum report, No[illegible] University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

This project was developed and implemented to improve an open library program by increasing parent involvement. Through initial surveys, questionnaires, and the author's personal experience, it was determined that the problems experienced by parents, teachers, administrators, and students in the open library program were due to the ineffectiveness of involving parents. By means of surveys, interviews, research, and meetings with administrators, staff, parents, and students, the author with the help of a task committee developed strategies to increase parent participation in the open library program. All the program objectives were met with the target group improving dramatically in all areas. The objectives for the program were: to increase the attitudes of teachers toward the open library program, increase the number of students participating in the program, increase the number of parents reading to children, to have at least 30 percent of the 650 students read or be read to by parents a minimum of 25 books, to train parents reading to children in inferencing questioning, to increase parent volunteerism school-wide. (Appendices include a pre- and post-survey cover letter and questionnaire to faculty members and parents, a pre- and post-questionnaire to students, pre- and post-comments by faculty members, parents and students, library parent reading log, student/parent sign-in log, reading record form, and an inferencing questions evaluation form.) (Contains 14 references.) (Author)

Descriptors: Elementary Education; *Family School Relationship; Interviews; Learning Resources Centers; *Library Services; Parent Associations; *Parent Participation; Parent Role; Parent Student Relationship; Questionnaires; School Community Programs; School Community Relationship; *School Involvement; *School Libraries; Surveys

Record - 251

DIALOG(R)File 1:ERIC
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ED369079 CS214277
Using a Continuous Assessment Approach To Enhance Third Grade Children's Writing Abilities.
Orenstein, Rhoda
1993
101p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to give third-grade teachers a way to incorporate into the standard school day ongoing assessment techniques. The teachers used portfolios of the 140 children's work as an important, tangible and readily accessible record. The development and presentation of eight monthly workshops and ongoing classroom demonstration and support of portfolios addressed the individual child's needs in a personal, language arts integrated manner, needs which stemmed from community cultural differences and linguistic orientation. The practicum provided the teacher with a way to establish and manage a classroom climate for continuous portfolio assessment approach and cooperative/collaborative Writing to Learn Centers. Lesson plans were formulated from writing activities related to real purposes, interests, motivation, and needs of the children, connecting school, home, and community. Interactive family assignments, parent/child/homework workshops and ongoing parent/teacher/child conferences were instituted to assist children and parents with the purposes and functions of varied forms of written communication. The practicum succeeded in providing an effective continuous assessment approach, as a positive supplement to the current reporting system. As a result of the workshop programs supplementing the writing curricula and the ongoing child/teacher conference time, there was a marked increase in the children's enthusiasm, confidence, and writing output. The children also demonstrated much improvement in the quality of their writing, and the parents became active participants in their children's writing development. Contains 92 references and five tables of data. (RS)

Descriptors: Classroom Environment; Grade 3; Holistic Approach; Instructional Effectiveness; Parent Participation; *Portfolios (Background Materials); Primary Education; *Student Evaluation; Teacher Workshops; Writing Achievement; *Writing Improvement; *Writing Instruction
Identifiers: Alternative Assessment; Portfolio Approach

Record - 252

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED369078 CS214276
Collaborative Development of a Cohesive, Systematic Writing Evaluation Model for Grades 6-12.
Ryan, Thomas J.
1993
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum addressed the problem of a lack of continuity and consistency in the evaluation of students' papers in grades 6-12. A cohesive, systematic writing evaluation model was designed and implemented for grades 6-12. Teachers, administrators, students, and community members collaborated in the development and implementation of the writing evaluation model. Students and language arts teachers were trained in the utilization of the writing evaluation model. As a result of using the model, teachers and students became both more involved in the process of writing and more consistently effective communicators about the evaluations of students' papers. Having a clearly defined set of guidelines added continuity and consistency to the school's writing program. (Contains 24 references; faculty and student evaluation forms, the writing evaluation student response form, and the student rating scale are attached.) (RS)

Descriptors: Cooperation; *Cooperative Planning; Guidelines; Intermediate Grades; Models; Secondary Education; *Student Evaluation; Writing Achievement; *Writing Evaluation
Identifiers: Authentic Assessment

Record - 253

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED369074 CS011693
Improving the Reading Comprehension Skills of Unmotivated Fifth Grade Students through Literature-Based Instruction.
Kunze, Caroline Ryan
Apr 1994
65p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was developed to improve the inferential comprehension, the textual and functional skills, and the overall attitudes toward reading of fifth-grade students. A target group of six students in a private school who were deficient in these skills was established. The practicum contained basic strategies for improving reading skills and academic achievement; a change to a literature-based approach to reading; incorporation of the teaching of skills; the change from homogeneous grouping to heterogeneous classes; a

(cont. next page)

one-on-one system for reading practice; journal writing; sustained silent reading; and a special Book Readers' Club through which students promoted, to fellow students, their interest in books and reading. Results indicated that: (1) 83% of the targeted students improved their reading attitude by 20%; (2) the recreational reading attitudes of 83% of the targeted students improved by 10%; (3) the inferential comprehension skills of 83% of the targeted students improved; (4) the objective that the textual and functional reading skills of 50% of the targeted students would be improved by 10% was not met; and (5) all of the students increased their reading of books by more than 50%. Students in the practicum reacted favorably to the change in the reading program, both in measurable and unmeasurable ways. The mood and tone in the classroom was positive and promoted camaraderie where once there was competition. (Contains 19 references and 6 tables of data. Appendixes of data, survey instruments, scoring sheets, and a sample lesson plan are attached.) (RS)

Descriptors: Grade 5; Intermediate Grades; Private Schools; *Reading Attitudes; *Reading Improvement; *Reading Skills; Skill Development; *Whole Language Approach

Identifiers: *Reading Motivation

Record - 254

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED369043 CS011661

Improving Third-Grade Students' Attitudes to Reading through the Use of Recreational Reading Activities.

Corridon, L. Beverly
1994
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

The goal of a practicum was to improve students' attitudes towards reading. Subjects, 35 third graders, were representative of the community's social composition. Activities encouraged increased reading time in and out of the classroom. Parents were asked to encourage their children to read and to participate by reading with them, to them, or discussing what was read. Pre- and post-surveys were administered to all student participants. Strategies were used to help students overcome language and decoding difficulties. Parents were encouraged to become involved in the improvement process. Participants in the practicum increased their reading time in the classroom as well as at home. A positive change of attitude was observed in many participants, though some maintained the opinion that reading is a boring activity. (Contains 18 references and two tables of data; sign-in sheets, survey instruments, and a reading log are attached.) (Author/RS)

Descriptors: Elementary School Students; Grade 3; Instructional Effectiveness; *Parent Participation; Primary Education; *Reading Attitudes; *Reading Improvement; *Recreational Reading; *Student Attitudes

Identifiers: Reading Motivation

Record - 255

DIALOG(R)File 1:ERIC
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ED369042 CS011660

Introducing Newbery Winners and Honor Books to Hispanic Fourth and Fifth Graders through a Recreational Reading Program.

Gunter, Dorothy
1994
78p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to enhance students' knowledge of well known children's literature that is represented by the Newbery and Newbery Honor Award winning books. One fourth-grade and one fifth-grade class comprised of students reading at or near grade level at a metropolitan school with a nearly 97% Hispanic student population worked within a media specialist once a week. Pre- and post-surveys were developed and implemented. Test questions were developed to ascertain students' familiarity of Newbery titles. Teachers were encouraged to read Newbery titles to their classes. The media specialists "booktalked" several Newbery titles. A special area in the media center was designated to make Newbery books more accessible. An Early Bird Book Club and a Newbery Book Club were sponsored in which students could share Newbery titles as well as hear them read aloud. Contests and games were devised with paperback copies of Newbery and Newbery Honor books offered as prizes. Data analysis indicated that students' knowledge and familiarity of Newbery titles increased 365%. The teachers involved became advocates of reading aloud at the intermediate level. The Newbery books were circulated more at the school's media center and the local public library. The school-wide book fair sold out of several Newbery titles and reported that the Newbery titles sold more copies than at previous book fairs. (Contains 30 references; survey instruments, book title recognition tests, weekly activities, lists of Newbery winners, and a sample reading log.) (RS)

Descriptors: *Childrens Literature; Grade 4; Grade 5; Intermediate Grades; *Literature Appreciation; Program Effectiveness; Reading Aloud to Others; *Reading Programs;

(cont. next page)

*Recreational Reading; Urban Education
Identifiers: Hispanic American Students; *Newbery Award; Reading Motivation

Record - 256

DIALOG(R)File 1:ERIC
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ED369041 CS011659
Eighth Grade Reading Improvement with CNN Newsroom and "USA Today."
Zamorano, Wanda Jean
1993
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to improve the reading growth and achievement of 60 eighth-grade students who were one or more years behind grade level by utilizing CNN Newsroom and the "USA Today" newspaper as an integral part of tha reading program. Pre- and posttests were administered to measure outcomes. The six areas measured were: (1) word meaning; (2) supporting ideas; (3) summarizing; (4) relationships and outcomes; (5) inferences and generalizations; and (6) point of view, propaganda, and fact/nonfact. In addition to CNN Newsroom and the "USA Today" newspaper, the reading program included Reader's Workshop whereby students read self-selected literature, and Reader's Theater. Analysis of data revealed positive results utilizing CNN Newsroom and the "USA Today" newspaper. Of the 60 students, 34 showed reading gains in two or more reading areas. CNN Newsroom and "USA Today" met the needs of many students. (Contains 27 references and two tables of data; reading assignment sheets, sustained silent reading forms, scoring sheets, and reading inventory are attached.) (Author/RS)

Descriptors: Broadcast Television; Grade 8; Junior High Schools; *Low Achievement; Mass Media Use; Newspapers; Readers Theater; *Reading Achievement; *Reading Improvement; *Reading Instruction; Reading Strategies
Identifiers: *CNN Newsroom; *USA Today

Record - 257

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED369040 CS011658
Computerized Reading Instruction for Remediating Deficiencies of Slow Learners: Our Forgotten At-Risk Elementary Students.
Shelton, Deborah
1993
54p.; Ed.D. Practicum, Nova University. The appendixes contain broken print.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to remediate reading skill deficiencies of four slow third-grade learners by using computerized instruction. The major goals were to increase instructional reading levels and reading comprehension; to remediate specific reading skill area deficiencies; and to increase collaboration among resource teachers regarding strategy planning and utilization of instructional materials with the slow learners. Pre- and posttests were administered and computerized reading instruction was administered over a 10-week period three times weekly for 45 minutes using the Minnesota Educational Computing Corporation's Writer word processing program. Parents and teachers collaborated to remediate the skill deficiencies of the four students. Books and written checklists were provided for home documentation of daily reading with parents; journal entries were kept as well as pupil logs and checklists regarding mastery of software programs. Analysis of the data revealed that scores were increased in post reading placement tests administered orally, mastery of basal unit raw test scores on specific skill areas increased in eight areas on the Level 8, Unit 3 basal reading test, and by nine skill areas on the Level 8, Unit 4 test. One out of four students increased the raw score for reading comprehension by 10 points. Collaboration increased among teachers and parents, along with motivation and self-esteem among students. (Contains 28 references and four tables of data; four sample student stories and a letter to parents are attached.) (RS)

Descriptors: *Computer Assisted Instruction; Grade 3; *High Risk Students; Instructional Effectiveness; *Low Achievement; Primary Education; *Reading Improvement; Reading Skills; *Remedial Reading; Self Esteem; Word Processing
Identifiers: Reading Motivation

Record - 258

DIALOG(R)File 1:ERIC
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ED369039 CS011657
Improve the Reading Motivation of Third-Grade Children with Extra Time, Encouragement and Choice.
Harrison, Ina Sue
1994
63p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to motivate children to read and to read for pleasure. Since reading is considered an important part of the daily curriculum of an elementary school and spills over into every discipline taught, reading appears to be a key to success in all curriculum areas. An in-class model for delivering remedial assistance was used with 39 third-grade students. The goal of the practicum was that students express joy in reading and choose to read when given encouragement, choice in reading material, and time to read. Emphasis was placed on looking at the whole child from many different perspectives. Since there is never just one solution to a problem of lack of motivation, the desire was to incorporate many suggestions gleaned from the literature to design a holistic solution to the problem. A club theme was the umbrella under which many other parts of the program developed--parent involvement, self-esteem, writing, and performing. As a result of the practicum, students were reading with renewed interest and expressed this interest to teachers and parents. They responded positively on a reading survey and wrote positive remarks in their journals. (Contains 40 references and two tables of data; appendixes present a reading attitude inventory, a guide to journal response, student-parent contracts, a storytelling guide, reading log sheets, and other material associated with the club theme.) (Author/RS)

Descriptors: Class Activities; Elementary School Students; Grade 3; Holistic Approach; Journal Writing; Primary Education ; Program Effectiveness; Reading Attitudes; Reading Material Selection; *Recreational Reading; Student Attitudes; *Student Motivation

Identifiers: *Reading Motivation

Record - 259

DIALOG(R)File 1:ERIC
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ED369038 CS011656

Improving the Reading Skills of Ninth Grade Underachievers by Instilling a Desire To Read.

Gomer, Judith R.
1994
88p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to solve the problem of the lack of desire to read and the poor quality of the reading of 65 inner city underachieving basic skills students. Objectives were to increase motivation to read among the students and to improve the quality of their oral, silent, and reading comprehension skills. Incentives for reading enjoyment were provided through various activities where reading was a necessary component. Students were taken on field trips over an eight-month period. Reports about the trips encouraged both reading and writing. Dramatizations and costume parties depicting storybook characters enhanced reading. Fund raising activities were held so that students were able to buy books. While motivational activities were taking place, various reading strategies were used to ensure that reading skills were being improved. Exercises to teach how to find the main idea, how to infer what the author is trying to tell, and how to improve mechanical reading skills were employed. Each student's deficiencies were isolated and reading drills used to improve their skills. A plan was developed to give students learning opportunities to use reading for purposes of enjoyment. A student survey questioned whether the students accomplished this goal. Analysis of data revealed that the participants' oral, silent, and reading comprehension skills improved. Some students continued to dislike reading although most showed an increased desire to read as their reading skills improved. (Contains 22 references and two tables of data; appendixes present questionnaires, staff biographies, and assignment descriptions.) (Author/RS)

Descriptors: Grade 9; High Schools; Inner City; Instructional Effectiveness; Low Achievement; Reading Achievement; *Reading Improvement; *Reading Skills; *Remedial Reading; Student Needs; *Underachievement

Identifiers: *Reading Motivation; Student Surveys

Record - 260

DIALOG(R)File 1:ERIC
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ED369037 CS011655

Using Organizational Strategies and Parent-Student-Teacher Involvement To Increase Utilization of an Elementary School Media Center.

McKnight, Deloris
1994
77p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP94

A practicum was designed to increase the utilization of an elementary school media center whose wealth of materials were seldom checked out or used, and whose facilities were used mostly for fixed library scheduled classes. Moreover, the media center's facilities were unattractive and uninviting to visit. The solution strategies involved organizing the media collection and printing an audio-visual handbook so that parents and teachers would know what was available in the media collection and utilize the materials. The media center's

(cont. next page)

facilities were attractively decorated with seasonal displays and books. Sofas and chairs were added to make the media center more enticing to visit, browse, and read. Teacher inservices were held. Parents, teachers and significant others were encouraged to model a love for reading and read alouds to children daily. Reading incentive programs were utilized to encourage students to develop positive reading habits. As a result of the practicum, students visited the media center and devoured the printed word. The love and joy of reading was brought to young minds. Children checked out and read more books. Teachers became effective media center users. Parents visited the media center to check out books to read to children. What was once a dull, unattractive library space became alive as an attractive service agent. (Contains 17 references and two tables of data; appendixes present forms to record student information, interview schedules, and survey data.) (Author/RS)

Descriptors: Attitude Change; Elementary Education; Facility Improvement; Facility Utilization Research; *Learning Resources Centers; Literature Appreciation; *Parent Participation; Program Effectiveness; *Reading Aloud to Others ; *School Libraries; Student Motivation; Teacher Behavior

Identifiers: *Reading Motivation

Record - 261

DIALOG(R)File 1:ERIC

ED368824 UD029811

To Increase the Number of Participants Utilizing the Homework Assistance Program in a Youth Center Setting through Tutoring, a Conducive Learning Environment, and Computer Instruction.

Hall, Annette Frances
1993
103p.; Ed.D. Practicum Paper, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

This practicum was designed to develop an effective homework-assistance program in an after school and evening youth center. Before the program was introduced, a facility was available, but few students attended. The author reorganized and restructured the facflity and its services to attract participants, motivate them to complete their homework, and as a consequence, to improve their academic skills. Before implementation, the program was publicized, and rooms were redesigned to provide an environment conducive to learning. During implementation, tutors were recruited and computers employed to support student learning. Recreation and snacks were other enticements that encouraged students to learn. Students (largest sample=73) were asked to complete a questionnaire about the program. Results were positive: the number of students attending the program had quadrupled. Teachers reported that participants experienced improvement in academic subjects, social skills, and attitudes toward school. Parents and students recorded increases in motivation to complete homework assignments. Seven tables and four figures illustrate the practicum paper. Eight appendixes contain the surveys and supporting documents. (Contains 23 references.) (Author/SLD)

Descriptors: Academic Achievement; *Computer Assisted Instruction; Elementary School Students; Elementary Secondary Education; Helping Relationship; *Homework; Incentives; Individual Instruction; Interpersonal Relationship; Practicums ; Program Development; *Recreational Activities; Secondary School Students; Social Support Groups; Student Attitudes; Student Motivation; *Tutorial Programs; Tutors; *Youth Programs

Record - 262

DIALOG(R)File 1:ERIC

ED368680 SP035085

Revision, Validation, and Evaluation of the Undergraduate Teacher Field Work Experience in Reading at California Polytechnic State University, San Luis Obispo.

Ceaser, Lisbeth
Dec 1992
67p.; Ed.D. Applied Research Project, Nova University; Appendix E, ED401 Field Experience Program, is not included.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG94

Education majors at California Polytechnic State University in San Luis Obispo are primarily English speaking only and need guidance in strategies for adapting instruction for a variety of levels of second language acquisition students. This project addressed the problem of a lack of sufficient preparation of undergraduate students to participate in reading field experiences in classrooms with a significant population of limited-English-proficient students. Graduate students (n=14) in a reading specialist course created prototypical bilingual lessons in reading and modeled them for undergraduate teaching candidates (n=30). One implication of the project is that graduate and undergraduate course requirements may be met through collaborative activities that merge educational theory with instructional practice. As the graduate students demonstrated competence to implement research-based reading strategies in bilingual classrooms, the undergraduate students received practical direction for field experience activities. Appendices contain course outlines and evaluation forms. (Contains approximately 75 references.)

(cont. next page)

(JDD)
Descriptors: *Bilingual Education; *Competency Based Teacher Education; Educational Cooperation; Elementary Secondary Education; Field Experience Programs; Graduate Study; Higher Education; *Instructional Development; Lesson Plans; *Limited English Speaking; *Preservice Teacher Education; *Reading Instruction; Second Language Instruction; Student Teaching; Teaching Methods; Theory Practice Relationship; Undergraduate Study
Identifiers: California Polytechnic State University

Record - 263

DIALOG(R)File 1:ERIC
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ED368527 RC019546
Implementation of a Rural Program To Reduce the Drop-out Rate of 9th- and 10th-Grade At-Risk Students.
Stradford, Charmaine W.
Jun 1993
135p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEAUG94

A program was developed to reduce the rising dropout rate of 9th- and 10th-grade students at Lewisville High School, a small rural school in Chester County, South Carolina. In the face of limited financial resources, the program manager coordinated existing services and networked with community agencies. School records, surveys, and questionnaires revealed that 45 students identified as at-risk had a variety of problems, including excessive failing grades, tardiness and absences, discipline problems, lack of self-esteem, and limited participation in school and nonschool activities. Aimed at providing students with success experiences and support services, program components included group and individual counseling sessions, field trips, peer tutoring, community speakers, teacher inservice training, career education, parent workshops, and business mentors. As a result of the program, the school dropout rate decreased from 7.2 percent in 1990-91 to 1.6 percent in June 1993. The target group showed significant decreases from January 1992 to June 1993 in the percentage of grades that were Ds and Fs, and also showed improvement in attitudes towards academics, as measured by the Coopersmith Self-Esteem Inventory. Recommendations for maintaining and improving the project are discussed. Appendices include results of student, parent, and teacher surveys; characteristics of potential dropouts; and other information relevant to program implementation. Contains numerous data tables. (LP)

Descriptors: *Academic Achievement; Agency Cooperation; Coordination; *Dropout Prevention; *High Risk Students; High Schools; Mentors; Parent Participation; *Rural Education; Self Esteem; Small Schools; *Student Attitudes
Identifiers: *Chester County School District SC; *Student Support Services

Record - 264

DIALOG(R)File 1:ERIC
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ED368484 PS022220
Improving Inservice Training for Summer Staff in an Early Childhood Center through Individual Professional Development Goals and Ongoing Training.
Kroehl, Candace Olin
1993
63p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

This practicum focused on the problem of inservice training failing to meet the individual professional needs of a diverse summer staff in an early childhood center. The solution strategy utilized a needs assessment survey and consultations with staff members to determine areas of need and interest, the results of which were used to devise a series of three inservice meetings. Choices were built into the sessions to permit staff to select topics according to needs, interests, and learning styles. New staff were paired with peer-mentors to provide information and support on a continuing basis, and all staff were encouraged to pursue individual goals. Results of a post-test survey indicated that most of the staff were either moderately or very satisfied with the program. Although experienced teachers did pursue individual goals, the level of achievement varied greatly. Five appendixes provide copies of the inservice training needs assessment, inservice evaluation questionnaire, contents of the inservice manual, and schedules and descriptions of the inservice training sessions. (MDM)

Descriptors: Early Childhood Education; Educational Objectives; Individual Needs; *Inservice Teacher Education; Mentors; Needs Assessment; *Professional Development; Program Descriptions; Program Evaluation; *Program Improvement; Questionnaires; *Teacher Attitudes; *Teacher Workshops

Record - 265

DIALOG(R)File 1:ERIC
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ED368483 PS022219
Using the Delphi Technique with Stakeholders To Develop a Definition of After-School Enrichment for Elementary Children.

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Powell, H. Grant
1993
36p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

This practicum sought to develop a consensus definition of what an after-school enrichment program should be, utilizing the Delphi Research Technique, which is designed to collect and synthesize group opinion in an anonymous, interactive, self-repeating, and self-adjusting manner. Three rounds of questionnaires were sent to 31 teachers, school administrators, parents, children, and public officials. Round 1 questionnaires were open-ended, and were returned by 21 participants. Round 2 questionnaires contained statements of specific program attributes gathered in the first round that could be modified, supported, or rejected by the participants. Seventeen completed this stage. Round 3 questionnaires asked the participants to rank-order the 5 most important attributes of an after-school enrichment program, and was completed by 17 participants. The result was a common definition of an ideal after-school enrichment program for elementary school students. (Two appendixes include copies of stakeholder correspondence and the after-school enrichment questionnaire.) (MDM)

Descriptors: Administrators; *After School Programs; *Definitions; *Delphi Technique; Elementary Education; Elementary School Students; *Enrichment Activities; Parents; Policy Formation; Public Officials; Questionnaires; Teachers

Identifiers: *Consensus; Program Characteristics

Record - 266

DIALOG(R)File 1:ERIC
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ED368477 PS022202

Developing and Implementing an Effective Nutrition and Fitness Program for Kindergarten/First-Grade Students through Hands-On and Community Resources.

Kaplan, Brenda M.
1994
66p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

A practicum developed and implemented a nutrition and fitness program for 90 kindergarten and first-grade students in an urban elementary school. The program was designed to make parents, teachers, and students more aware of nutrition and physical fitness requirements for proper growth and development. The 33-week program included: (1) pretest parent and student surveys; (2) parent and teacher workshops; (3) classroom lessons and field trips on various food groups and types; (4) lessons on nutrition; (5) exercise activities; (6) meal preparation sessions; (7) a poster contest and fitness-health fair; (8) a parent breakfast planned and prepared by the students; and (9) a posttest parent and student survey. A comparison of pre- and postintervention survey results indicated a significant increase in the number of the students who would choose healthy foods for meals and snacks and liked to exercise. The data also revealed that parents became more aware of their children's nutrition and fitness needs after the program. (Nine appendixes contain copies of the pre- and posttest surveys, names and addresses of television networks, introductory and thank-you letters to parents, a list of nutritious snacks, and sample recipes. Contains 35 references.) (MDM)

Descriptors: Attitude Change; Change Strategies; Child Health; Cooking Instruction; *Elementary School Students; Exercise; Foods Instruction; Grade 1; Kindergarten; *Nutrition; *Nutrition Instruction; Parent Attitudes; Parent Education; *Parents; *Physical Fitness; Primary Education; Program Descriptions; Program Effectiveness; Questionnaires; *Student Attitudes; Surveys

Record - 267

DIALOG(R)File 1:ERIC
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ED368366 IR054933

Faculty and Student Assessment of the Citadel Library User Services.

Maynard, J. Edmund
Jan 1993
294p.; Doctoral Dissertation, Nova University. Pages 275-312, "SPSS operation and data files", have been removed from this document, in accordance with the author's request.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: DISSERTATION (041); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEAUG94

The focus of this study was a survey of faculty and student use/needs of library services and user education at Daniel Library, the Citadel, the Military College of South Carolina. More specifically, the study sought to determine user information needs and how the library staff should adapt for meeting the educational and research needs of its clientele. Data were collected in separate questionnaires for testing three multi-part null hypotheses with oneway ANOVA. The student survey was pilot tested in spring, 1991. The population of the study was 141 faculty and 284 students.

(cont. next page)

Means, responses in percentages, and one-way analysis of variance with Scheffe post hoc comparisons were used to test the hypothesis and to analyze the findings. Twelve recommendations were made for improving the Citadel library's service and user education mission based on this investigation. The sample faculty and student questionnaires are included in the appendices. (Contains 140 references.) (Author/JLB)

Descriptors: Access to Information; College Libraries; Higher Education; Information Needs; Information Seeking; *Library Instruction; *Library Services; Questionnaires; Tables (Data); *User Needs (Information); Users (Information); User Satisfaction (Information)

Identifiers: *Citadel Military College of South Carolina; Student Surveys; Teacher Surveys

Record - 268

DIALOG(R)File 1:ERIC
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ED368122 EC302877

Mediating At-Risk Factors among Seventh and Eighth Grade Students with Specific Learning Disabilities Using a Holistically Based Model.

Buckner, Alice E.
4 Aug 1993
307p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

The purpose of this practicum was to effect a substantial improvement in the academic and social profiles of 12 seventh-grade and 6 eighth-grade students with specific learning disabilities who had been targeted as potentially high risk candidates for dropping out of high school. Within a holistically based intervention model, five student objectives were sought: passing grades in at least three academic subjects, two electives, and physical education; an attendance profile that configured to district-based guidelines; demonstration of appropriate social skills; and a satisfactory conduct record. The practicum comprised such interventions and activities as self-esteem and social skill training, career orientation, motivational techniques, peer tutoring/mentors, a parent telephone hotline, student progress reports, student tracking reports, and parent/teacher/student conferences. Expectations were exceeded at both the seventh and eighth grade levels in the areas of academics, attendance, and self-esteem. In addition, the eighth grade conduct objective was exceeded. The program has become an integral part of the exceptional education program in the practicum setting. Appendices contain several forms for use in administering the practicum. (Contains approximately 70 references.) (JDD)

Descriptors: *Academic Achievement; Attendance; Career Education; Dropout Prevention; Grade 8; High Risk Students; *Holistic Approach; *Interpersonal Competence; *Intervention; Junior High Schools; Junior High School Students; *Learning Disabilities; Mentors; Parent Participation; Parent Teacher Conferences; Peer Teaching; Self Esteem; Student Behavior; Student Motivation; *Teaching Models; Tutoring

Record - 269

DIALOG(R)File 1:ERIC
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ED368121 EC302876

Developing a Comprehensive Model for the Inclusion and Support of the Academically Delayed and Behaviorally Disordered Elementary School Child in the Mainstream Classroom.

Swanson, Joyce A.
3 Feb 1994
80p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

This practicum focused on preventing referral to special education by meeting the needs of kindergarten and first grade children identified with behavioral or academic problems in the mainstream classroom. The practicum emphasized: (1) early identification of potentially dysfunctional children; (2) development of individual education plans addressing affective and cognitive domains; (3) intensive teacher inservice; (4) redesigned classrooms and curriculum; and (5) parent involvement. A strategic planning team was formed including six kindergarten and first grade teachers, the school psychologist, the school social worker, an exceptional education teacher, the curriculum resource teacher, and the counselor. Training was provided to all 30 teachers beginning during the semester's preplanning period and continuing on a monthly basis throughout the semester. Topics addressed in the workshops included: controlling dysfunctional behavior, compensating for developmental lags, utilizing the newly created identification instrument, reviewing referral procedures, and designing strategies that work for an individual teacher. Evaluation indicated that teachers became familiar with new strategies and substantially increased use of these strategies following training. However, referral for special education evaluation increased slightly over the previous year. Appendices include a Student Behavior Inventory with Related Teaching Strategies, an inservice pre/post test, a preferred strategies inventory, and a classroom observation instrument. (Contains 47 references.) (DB)

Descriptors: *At Risk Persons; *Behavior Problems; *Classroom Techniques; Disability Identification; Early

(cont. next page)

Intervention; Grade 1; Individualized Education Programs; *Inservice Teacher Education; Kindergarten; *Learning Problems ; Mainstreaming; Parent Participation; *Prereferral Intervention; Primary Education; Program Effectiveness; Teacher Improvement

Record - 270

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED368120 EC302875
Promoting Social Competency in Attention Deficit Hyperactivity Disordered Elementary-Aged Children.
Pfeiffer, Linda Jo
6 Jan 1994
92p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

This practicum designed and implemented a program using art therapy to improve the social competency of elementary-aged children with attention deficit hyperactivity disorder and oppositional/defiant disorder. Students were in a special class for children with severe emotional disturbances. The children met once a week in art therapy sessions either individually or in pairs and were observed in structured and unstructured situations. A combination of art therapy, verbal associations, and role playing were used to help children interpret social cues, generate solutions to social dilemmas, and apply this learning in social settings. Analysis of projective drawings, interviews, and observations suggested that the children improved in the areas of interpreting social cues and generating solutions to social problems. However, application of learned social behaviors was observed only when students were first given a verbal reminder. Appendixes include a letter to parents and samples of students' drawings. (Contains 23 references.) (DB)

Descriptors: *Art Therapy; *Attention Deficit Disorders; Behavior Disorders; Elementary Education; Elementary School Students; *Emotional Disturbances; Freehand Drawing; Generalization; *Hyperactivity; *Interpersonal Competence; Problem Solving; Role Playing

Record - 271

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED368105 EC302859
Student Evaluation of Tutors: The Development of an Evaluation Form.
Bartlett, Lucy E.
Feb 1992
33p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEAUG94

This practicum study developed a form for the evaluation of tutors by college students with learning disabilities at Brenau University (Georgia). Consultation with 15 experts in the field of college tutoring and a literature search led to the identification of 14 traits best evaluated by students. The evaluation form was developed and field tested by 18 students. The form was then revised considering the input of tutors, the outside experts, and the students The evaluation form is recommended for use at mid-term, with follow-up consultations for improvement of tutoring. The evaluation form itself is appended. (Contains 17 references.) (DB)

Descriptors: College Students; Evaluation Methods; Higher Education; *Learning Disabilities; *Student Evaluation of Teacher Performance; Teacher Evaluation; Teacher Student Relationship; Test Construction; *Tutorial Programs; Tutoring; *Tutors
Identifiers: Brenau University GA

Record - 272

DIALOG(R)File 1:ERIC
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ED367961 CS011639
Improving Attitudes and Reading Skills of Prospective RSP Students by Using Direct Instruction and Cooperative Learning Techniques in Regular and RSP Classrooms.
Mieux, Donna
1992
103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

A practicum was designed to intervene and assist borderline elementary school RSP (Resource Specialist Program) students in special education classes and/or through extra assistance within the regular classroom. Borderline RSP students who had been referred to the Student Study Team (SST) for below-grade-level scores and classroom functioning in reading and related subject areas were placed in the RSP pull-out program. The 11 students worked in an elementary school RSP classroom 3 days a week for 3 months to improve their phonetic skills and other areas of language arts. One day for a week for 3 months, the resource specialist and her aide presented

(cont. next page)

enrichment lessons coupled with cooperative learning activities to school-based RSP students and regular classroom students. Practicum results were positive. Students' attitudes about reading, school, and related subjects after the intervention were generally positive. Most of these students were able to receive a passing score by decoding words. The combination of RSP services to remediate decoding skills and other weak areas in language arts, as well as the cooperative learning experiences in the regular classroom, helped to improve the school-based borderline RSP students' attitudes about school and reading. Findings provide support for the use of school-based provision for borderline RSP students' early enrollment in the program. Seven tables and one figure are included; special education terms and abbreviations, forms related to the program, a decoding word list work sample, and a questionnaire are attached. Contains 41 references. (Author/RS)

Descriptors: Cooperative Learning; *Decoding (Reading); Elementary Education; Instructional Effectiveness; Phonics; Reading Attitudes; *Reading Improvement; Reading Research; *Reading Skills; Special Education; *Student Attitudes

Identifiers: *Pullout Programs

Record - 273

DIALOG(R)File 1:ERIC

ED367960 CS011638

Integrating Computer-Aided Instruction for Improving Reading Skills with Juvenile Delinquents.

Vigilante, Alan
Mar 1994
194p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG94

A practicum encapsulated a reading skills assessment and intervention program utilizing computer-aided instruction and support activities for four 3-week sessions. The primary target population was the 43 juvenile delinquents at a Florida juvenile detention center who completed posttest measures. A total of 280 students participated in the program. The secondary target population was the teaching staff. The practicum problem was the target population's marked deficiencies in reading skills. The secondary population received training to help them understand, plan, and implement the classroom activities. Computer aided pre- and posttest measures were employed to measure the primary target population's gains in reading skills. Pre and poststudy reading attitudinal surveys were used to measure the primary target population's inclinations toward reading and the effect of the program. Secondary target population's objectives included scoring 80% or more on poststudy tests covering the areas of onsite hardware and software and computer-aided assessment and intervention. Results of the primary target population indicated that 76.7% improved their reading skills by 10% and 56.8% improved their attitudes toward reading by 15%. The secondary target population met all the objectives. (Seven tables, 53 appendixes including reading assessment and intervention surveys, a software evaluation form, and computer applications tests are included. Contains 26 references. (Author/RS)

Descriptors: *Adolescents; *Computer Assisted Instruction; *Delinquency; *Delinquent Rehabilitation; Instructional Effectiveness; Reading Attitudes; *Reading Improvement; Reading Research; *Reading Skills; Secondary Education

Identifiers: Florida; Student Surveys

Record - 274

DIALOG(R)File 1:ERIC

ED367655 SP035103

Using Total Quality Management (TQM) To Ameliorate Motivational Levels of Ninth through Twelfth Grade Students.

Flores, Paul V.
Nov 1993
98p.; Practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

The program discussed in this paper was developed and implemented to improve student self motivation levels for a target group of 115 9th through 12th grade students who had classes with 1 of 4 participating teachers. Student self-motivation improvement activities were employed over a 12-week implementation period. Strategies developed were all based on Total Quality Management (TQM) principles of empowerment that effectively transform the nature of student/teacher interactions so that they become more positive and less punitive and coercive in nature. Levels of success were measured by administering the Arlin-Hills Attitude Survey, an empirical measure of student motivational levels, to pre- and post-test target populations. In addition, a questionnaire was developed and administered to pre- and post-intervention groups to ascertain differences in the target population's overall commitment to remaining in high school. The results indicated improved levels of student motivation for the target group when comparing their pretest and posttest. Additionally, it was concluded that students participating in this practicum project were more likely to remain in high school as a consequence of the TQM intervention. Appendices include teacher and student

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questionnaires, an excerpt from "The New Economics," and examples of alternative assessments. (LL)

Descriptors: Academic Achievement; *Academic Persistence; *Attitude Change; Higher Education; High Schools; High School Students; Pretests Posttests; Secondary School Teachers; *Self Motivation; *Student Motivation; Teacher Education; *Teacher Student Relationship; *Total Quality Management

Record - 275

DIALOG(R)File 1:ERIC
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ED367522 RC019518

The Drafting and Submission of an HIV/AIDS Policy Draft for a Native American Child Welfare Agency.

Holzemer, Daniel Pete
1993
127p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

An Indian child welfare agency realized the need for an HIV/AIDS policy when a diabetic child possibly exposed to the HIV virus was placed in one of the agency's licensed foster homes. A focus-group interview process was selected for policy development because this method appeared to parallel the Native American cultural approach toward consensus and decision making. Objectives of the project were: (1) to complete and present an HIV/AIDS policy draft to the board of directors and executive director; and (2) to document a positive change of 20 percent in the aggregate score for AIDS/HIV knowledge and attitudes among focus-group participants. Focus-group participants included agency employees, foster and adoptive parents, and other human-services representatives working with agency clients. All participants were either of Native American descent or working within the Native American community. Prior to the focus-group meetings, participants completed an HIV/AIDS knowledge and attitude questionnaire and received an information packet. After results of the focus-group meetings were compiled, comparative analysis of group recommendations and other available HIV/AIDS policies revealed that focus-group recommendations were similar to an existing policy that could be modified for the agency's purposes. Post-questionnaire results showed that the objective of a 20 percent improvement in scores was not attained. Appendices include the HIV/AIDS questionnaire, survey results, and other materials cited in the practicum report. (KS)

Descriptors: *Acquired Immune Deficiency Syndrome; Adoption; Agencies; *American Indians; Children; *Child Welfare; Confidentiality; Foster Care; Group Dynamics; *Policy Formation; *Social Services

Identifiers: *Focus Groups Approach; *Native Americans

Record - 276

DIALOG(R)File 1:ERIC
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ED367506 PS022201

Increasing Community College Child Development Associate (CDA) Advisor Skills in Recording Observations as a Component of a Competency-Based Assessment.

Arzoumanian, Linda Lee
1994
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This report describes a program designed to promote the use of recorded observations in Child Development Associate (CDA) advisors' assessments of interns in early childhood education at a southwestern community college. Sixty-one advisors participated in the program, which consisted of a series of five staff development meetings, formulation of a new lesson plan to be included in pre-service orientation, and revision of a segment of the advisor handbook. Surveys of advisors' experience with competency-based assessment, review of advisors' reports, and an on-going Context Input Process Product (CIPP) evaluation were used in formulating the training program. Results of the program indicated that the advisors increased their use of competency-based recorded observation in meetings with interns and participated enthusiastically in the staff development meetings, and that the design of the meetings successfully promoted reflective discussion among participants. The program also prompted discussion among participants over whether the purpose of recorded observations was to provide encouragement or assess competence. Six appendixes contain the CDA advisor survey instrument as well as samples of program materials. Contains 31 references. (ME)

Descriptors: *Academic Advising; Community Colleges; Competency Based Education; Early Childhood Education; *Faculty Advisers; *Inservice Education; *Observation; Preservice Teacher Education; *Staff Development; Staff Orientation; Two Year Colleges

Identifiers: CDA; *Child Development Associate; *Competency Based Assessment; Context Input Process Product Evaluation Model

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DIALOG(R)File 1:ERIC
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ED367505 PS022200
Establishing Articulation Practices for Middle School Students.
Higgins, Margaret
1993
53p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum was designed to meet the needs of elementary school students making the transition to middle school. Incoming grade 6 students from five K-5 feeder schools were receiving insufficient articulation from the new middle school to permit them to make a smooth transition. An intervention program was developed and instituted which included middle school visitation days, a student handbook, parent orientation evenings, an open house, student-produced media presentations, pen-pal letters, and parent information booklets. Pre- and post-test surveys of new grade 6 students found that student attitudes were more positive about the middle school experience after participating in the program than prior to it. It was also found that the number of student schedule change requests declined. Five appendixes contains copies of pre- and postintervention guidance counselor and student surveys and recommendations from "Turning Points: Preparing American Youth for the 21st Century." (MDM)

Descriptors: Elementary Education; *Elementary School Students; Grade 6; Intervention; *Middle Schools; Parent School Relationship; *Program Effectiveness; Surveys; *Transitional Programs
Identifiers: Middle School Students

Record - 278

DIALOG(R)File 1:ERIC
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ED367490 PS022162
Utilization of Teacher Workshops To Enhance Early Exposure to Gender Equity and Mathematics Education for Young Girls in Preschool Settings.
Orenstein, Fran
1993
70p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUL94

This practicum was designed to heighten preschool teachers' awareness of gender bias in the classroom and provide information on gender equity issues and the pursuit of the study of mathematics by girls. Its goal was to enable 20 preschool teachers in 3 preschool programs to increase their knowledge of gender equity and to use this knowledge in the classroom. Three workshops were presented to three separate groups of teachers that included experiential exercises on defining gender bias, making changes, and exclusion. Through pre- and post-tests and workshop evaluations, it was found that preschool teachers who participated changed their attitudes and demonstrated heightened awareness of gender-biased behavior in the classroom. Ten appendixes provide copies of teacher and counselor surveys, pre- and post-test questionnaires, workshop agendas and outlines, activity outlines, follow-up workshop outlines, and workshop evaluations. Contains 61 references. (MDM)

Descriptors: Class Activities; *Mathematics Education; Preschool Education; *Preschool Teachers; *Program Effectiveness; Questionnaires; *Sex Bias; Sex Differences; Sex Fairness; *Teacher Attitudes; *Workshops

Record - 279

DIALOG(R)File 1:ERIC
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ED367448 PS021970
Teacher Training: Raising Teachers' Awareness of Language Development as an Indicator of Developmental Stage in Head Start Children.
Strobridge, Michele
1992
61p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This report describes an in-service education program offered to teachers at a rural northeastern Head Start program to help them assess children's overall development by looking at their level of language development. The program focused on the case conference, a forum in which coordinators, teachers, home visitors, and sometimes parents meet to gather information used by teachers in planning teaching strategies. A deficiency in the teachers' ability to refer to language development in assessing a child's developmental stage was identified. To address this problem, workshops were developed in which a certified speech pathologist presented information to teachers about children's language acquisition and development, and also held informal discussions with the teachers. As a result, the six teachers participating in the program began to refer to children's language as an indicator of developmental stage during case conference meetings. Of the 52 case conferences reviewed after the workshops, 34 included references to language development. The evaluation of the program indicated that training focused on providing information, when associated with a practical application,

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enhanced teachers' job performance. (ME)
Descriptors: *Child Language; *Developmental Stages; *Inservice Education; *Language Acquisition; Preschool Education; *Preschool Teachers; *Speech Evaluation; Student Evaluation; Verbal Development
Identifiers: *Project Head Start

Record - 280

DIALOG(R)File 1:ERIC
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ED367444 PS021933
Strengthening the Parent School Partnership: Improving Access of Minorities to School and Community Resources.
George, Brenda Goza
1993
92p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

A practicum was developed to improve the involvement of minority parents and low-income families in the education of their children. Subjects were 30 parents and 17 teachers and staff. A parent resource center was organized at a Head Start site in a public housing community where parents attended workshops and were provided with school and community resources. Workshops designed to build self-confidence were held for parents. Topics covered included understanding child development and helping children with homework. Parents participated in language enrichment activities and reviewed and completed materials printed by the school district. Handbooks were developed for parents and for the teachers and school staff. Results of the practicum indicated that the organization of a parent resource center in the public housing community helped parents build self-confidence in their ability to gain access to school and community resources. Findings indicated that about half of the parents initiated at least two contacts with their child's teacher, and half of the teachers actively sought parent participation in school activities. Appendixes contain questionnaires administered to the parents and teachers. (Contains 26 references.) (SM)
Descriptors: Community Information Services; Family School Relationship; Language Enrichment; *Low Income Groups; *Minority Groups; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Student Relationship; Parent Teacher Cooperation; Preschool Education; Public Housing; Questionnaires; *Resource Centers; *Self Esteem
Identifiers: Parent Resources; Project Head Start

Record - 281

DIALOG(R)File 1:ERIC
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ED367443 PS021932
Increasing the Participation of Parents of Elementary School Students in Parent Education Activities through Development and Implementation of an Alternative Delivery System.
Walker, Thomas
1993
64p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum report describes a program intended to increase parent participation by improved information delivery at an elementary school. Background study of the school and community indicated approximately a 25% turnover rate of new families and students. Attendance at parent education workshops and school orientation tours before program implementation was low. A survey indicated that parents' work schedules, lack of time, and lack of child care were the main obstacles to workshop attendance. To make parent participation more convenient, several videos were made with students and teachers at the school, including a school orientation video and a video on how to prepare for a science fair. The school set up a parent education resource lending library from which these and other videos, as well as books and booklets on study skills, school subjects, and school-related social issues, could be checked out. The school's monthly newsletter proved to be an effective forum to announce the new resources to parents. Through an order form provided in the newsletter, parents could check out materials by mail and have them delivered to their homes. As a result of the program, there were more than 430 requests by parents for videos, books, and booklets; there was a 123% increase over the previous year in the number of parents who indicated that they had participated in a parent education event; and 87% of the parents indicated that the opportunities provided in the program were effective methods for obtaining information from the school. Appendixes include copies of surveys and forms used in the program. (ME)
Descriptors: Elementary Education; Family Environment; Newsletters; One Parent Family; *Parent Education; Parent Materials; *Parent Participation; *Parent School Relationship; School Orientation; Videotape Cassettes

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DIALOG(R)File 1:ERIC
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ED367441 PS021924

Improving Early Childhood Educators' Understanding of the Value of Indoor Play through a Teacher Training Program.

Jacoby, Ruth
1993
80p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

A practicum project was designed to retrain preschool personnel on the importance of indoor play and on their role during play sessions. Workshops and training sessions were developed to examine the physical environment of the classroom, discuss play theories, and review skills that children can develop during play sessions. Pre- and posttests, along with classroom observations of teachers and children, revealed that most teachers who participated in the intervention changed their views and practices regarding indoor play. Teachers became both more aware of the role of play in helping children develop physical, emotional, cognitive, and social skills, and more involved in the children's play to promote these skills. Rooms were rearranged to allow for freedom of movement in and around newly created theme centers. The children became more focused on their role-playing, more verbal with their peers, and more involved in imaginative situations. (Six appendixes provide samples of pre- and posttest surveys and classroom observation forms.) (MDM)

Descriptors: Attitude Change; *Day Care; *Dramatic Play; *Inservice Teacher Education; *Play; Preschool Education; Preschool Teachers; Questionnaires; *Teacher Attitudes; Teacher Role

Identifiers: Play Style

Record - 283

DIALOG(R)File 1:ERIC

ED367438 PS021808

Implementation of Developmentally Appropriate Activities for School-Age Youth in the Extended Day Enrichment Program.

Fulmer, Elizabeth H.
Jul 1992
161p.; Ed.D. Applied Research Project Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

A project was developed and implemented to increase developmentally appropriate activities for children in 79 Orange County, Florida, public schools participating in the Extended Day Enrichment Program (EDEP). Personnel from the EDEP were enlisted to produce curriculum kits, resource portfolios, cultural immersion workshops, and music, art, dance, and drama videotapes for the training of EDEP staff. As a result of this intervention program, developmentally appropriate activities were implemented at 64 out of 79 EDEP sites, with a substantial increase in the use of child-selected and child-directed activities. In addition, EDEP staff facilitated child-selected activities, increased social interaction, and became involved in active rather than passive supervision. Twenty appendixes provide copies of various forms and documents used and produced by the EDEP to develop and implement the program. Contains 39 references. (MDM)

Descriptors: *After School Programs; *Art Education; Elementary Education; *Enrichment Activities; Program Development; Program Evaluation; Program Implementation; Questionnaires; *School Age Day Care; *Staff Development; Teacher Improvement

Identifiers: *Developmentally Appropriate Programs; Orange County Public Schools FL

Record - 284

DIALOG(R)File 1:ERIC

ED367418 JC940189

The Development of a Learning Assistance Course in Psychology at Ulster County Community College.

Borzumato, Lawrence P.
Mar 1994
52p.; Ed.D. Practicum, Nova Southeastern University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

To address an unacceptable failure and withdrawal rate in an introductory psychology course at Ulster County Community College (UCCC), in New York, a project was undertaken to develop a Learning Assistance in Psychology course to help students with skills and concepts. First, a literature review indicating the need for remediation highlighted the necessity of institutional commitment to a successful program, and described characteristics of successful remediation programs. Next, a pilot assistance course was developed and reviewed by the UCCC Skills Center staff and Psychology Department. The resulting one semester-hour course focused on general study skills, specialized vocabulary, style of quizzes and exams, analysis of learning style, and appropriate note-taking techniques, and was offered to eight students in Fall 1993. Five of the eight students achieved a grade of "A" or "A

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minus," while three withdrew. Informal discussions held with the completing students indicated that more than half believed that participation in the course assisted their understanding of concepts and success. Recommendations from the course validation process included the following: (1) the course should be further analyzed cooperatively among the Skills Center, Psychology Department, and student personnel services; (2) the course should continue to be offered and promoted; and (3) the questionnaire for course participants should be further analyzed and developed. Appendices include the course proposal, a course description and outline, a taxonomy of basic skills, related correspondence, suggested class topics, and the student questionnaire. Contains 26 references. (KP)

Descriptors: Cognitive Style; Community Colleges; Course Content; Curriculum Development; Institutional Role; *Learning Strategies; Outcomes of Education; Participant Satisfaction; Pilot Projects; *Program Development; Program Improvement; *Psychology; Remedial Instruction; *Remedial Programs; *Student Attitudes; *Study Skills; Two Year Colleges

Identifiers: Ulster County Community College NY

Record - 285

DIALOG(R)File 1:ERIC
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ED367407 JC940171

Development of a Video Story Board for Recruitment at Capital-Community-Technical College.

Carpenter, Kenneth A.
Mar 1994
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

To address a decrease in the number of local high school graduates enrolling in Capital Community-Technical College (CCTC) in Connecticut, a project was undertaken to develop a story board for a video to inform prospective students of the benefits of a college education at CCTC. A literature review was performed to find information about the production of educational media materials, the use of media in promotion and marketing, the needs of college recruitment programs, and the subject of related video. Internal input was received from CCTC admissions and recruitment officers, financial aid personnel, and the student work coordinator, while external input was obtained from the director of educational television for the community-technical college system in Connecticut and a video production company. In addition, volunteer students were given the opportunity to prepare video materials which could be adapted to the story board for other students. As appropriate items of information were located, sketches were made indicating how they might be presented visually and then placed in order and replaced by finished drawings. The information was then assembled into a story board for planning a video. Conclusions from the project included that, given the ease of created animated sequences, these were more effective than presenting information through acting, and that student video work provided an added appeal for the target audience. Contains recommendations, 19 references, and the story board. (BCY)

Descriptors: *Cooperative Programs; Educational Media; Enrollment Trends; Marketing; *Outreach Programs; *Production Techniques; Program Development; Student Developed Materials; *Student Recruitment; Student Role; Technical Institutes; Two Year Colleges; *Videotape Recordings

Identifiers: *Story Boards

Record - 286

DIALOG(R)File 1:ERIC
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ED367394 JC940146

Comparison of Effectiveness of Collaborative Learning Methods and Traditional Methods in Physics Classes at Northern Maine Technical College.

Overlock, Terrence H., Sr.
Feb 1994
29p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Maine
Journal Announcement: RIEJUL94

To determine the effect of collaborative learning methods on the success rate of physics students at Northern Maine Technical College (NMTC), a study was undertaken to compare the mean final exam scores of a students in a physics course taught by traditional lecture/lab methods to those in a group taught by collaborative techniques. The traditional group consisted of 18 students and utilized lectures, discussion of assigned readings, in-class discussion of related physics problems, and common laboratory assignments. The collaborative group included 12 students and utilized short lectures and collaborative assignments, tests, and laboratory assignments. The mean final score was calculated for each group and a two-tailed t-test was conducted to test against the null hypothesis that there would be no significant difference between the two groups' mean scores. The traditional group earned a mean score of 19.11, while the collaborative group earned a mean of 18.17. No significant difference was found in student success resulting from the difference instructional method. Results indicated, however, that collaborative learning methods were as effective as others. The physics final exam is appended. Contains 14 references. (BCY)

Descriptors: Classroom Techniques; Comparative Analysis; *Cooperative Learning; *Lecture Method; Outcomes of Education;

(cont. next page)

*Physics; *Science Instruction; Scores; Teaching Methods; Technical Institutes; Two Year Colleges
Identifiers: Northern Maine Technical College

Record - 287

DIALOG(R)File 1:ERIC
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ED367393 JC940145
The Development of a Faculty Resource Manual for the Preparation of Course Study Guides at Northern Maine Technical College.
Overlock, Terrence H., Sr.
Feb 1993
99p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maine
Journal Announcement: RIEJUL94

Lack of institutional guidelines for the preparation of course study guides at Northern Maine Technical College (NMTC) allowed for wide variation in the quality of the guides produced. To develop a resource manual that would provide guidelines for the development of study guides at NMTC, a study was conducted to determine the elements that should be included in a faculty resource guide. A review of the literature was undertaken and responses to the study proposal by NMTC department chairs and the Academic Vice-President were collected. In addition, all 50 faculty at NMTC were surveyed regarding their current practices in preparing course guides and sample guides were collected from 20 other professionals at other institutions. Based on these activities, a draft resource manual was developed and submitted for review to the campus leadership. The resulting manual was based on the following conclusions: (1) study guides serve the two main functions of direction setting and assisting in study material processing; (2) manuals should provide guidelines for both course syllabi and study guide preparation; (3) the materials and techniques used should meet the unique learning needs of the student audience; and (4) NMTC should establish standards for syllabus and guide preparation. It was also recommended that NMTC faculty be provided with the manual and that inservice training be provided. Letters of support, the faculty survey instrument, and the faculty resource manual are appended. (Author/BCY)

Descriptors: Administrator Attitudes; Community Colleges; *Educational Practices; *Guidelines; Orientation Materials; School Surveys; Standards; *Study Guides; Teacher Attitudes; Teacher Developed Materials; Two Year Colleges
Identifiers: Northern Maine Technical College

Record - 288

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED367311 IR016586
Integrating Mandated Logo Computer Instruction into the Second Grade Curriculum.
Borer, Monica
Aug 1993
54p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This program was developed and implemented to promote higher-level thinking skills and problem-solving skills and to strengthen the understanding of mathematical concepts in second grade students through the use of the Logo programming language. The objectives for this study were that 70 percent of the target students should demonstrate the basic Logo turtle commands; construct geometrical shapes; solve problems through discovery; and write a simple program. The target group of second graders participated in a 12-week period to learn Logo through pre-lab activities; hands-on experience in the computer lab; and follow-up activities. All the program objectives were met with the target group improving dramatically in the specific areas. Included in the appendices are the curriculum essentials framework; the pre-study survey and questionnaire; and the phase exams for each step of the program. (Contains 11 references.) (Author/JLB)

Descriptors: *Computer Assisted Instruction; Curriculum Development; *Elementary School Mathematics; Geometry; Grade 2 ; Mathematics Curriculum; *Mathematics Instruction; *Mathematics Skills; Primary Education; Problem Solving; *Programming Languages; Questionnaires; Thinking Skills
Identifiers: *LOGO Programing Language

Record - 289

DIALOG(R)File 1:ERIC
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ED367303 IR016573
The Development and Implementation of a Global Network for Eurasia Educational Service Using Electronic Mail.
Algee, Alan
Jan 1994
148p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE

(cont. next page)

(160)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJUL94

The purpose of this study was to choose an appropriate network provider for educational consultants and to develop and implement the network at Eurasia Educational Services (EES) using electronic mail (e-mail). The following eight steps were undertaken: literature review, scanning and selecting of provider criteria, decision-making, participant assessment, a workshop, mentoring, evaluation, and intra-organizational LISTSERV. The provider deemed AT&T EasyLink services most appropriate. The workshop, orientation materials, and mentoring process resulted in the initiation of a global network for EES using e-mail. Once a provider was determined, implementation among new users appeared possible with a single-event workshop, detailed orientation materials, and a mentoring arrangement. E-mail had a significant impact upon an international educational consulting agency with the most definitive difference being financial. The recommendations included publishing the summary tables of possible network providers, informing the parent organization of the impact of e-mail networking, and using workshop/mentoring (both for EES and client institutions in Eurasia) to initiate other technological tools. Questionnaires and a compendium of electronic resources are appended. (Contains 86 references.) (TMK)

Descriptors: Communication (Thought Transfer); *Computer Networks; Consultants; Educational Finance; *Educational Technology; Education Service Centers; *Electronic Mail; Evaluation Criteria; Foreign Countries; Mentors; Orientation Materials; Questionnaires; Workshops
Identifiers: Eurasia; Listservs

Record - 290

DIALOG(R)File 1:ERIC
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ED367084 EC302785
Improving Legal Literacy for Secondary Level Students with Disabilities through Teacher Training Using the Americans with Disabilities Act.
Routier, Wanda J.
9 Sep 1993
170p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum was designed to develop a national teacher training model giving special education professionals at eight sites the background, understanding, materials, and support necessary to teach secondary students with disabilities about their rights, responsibilities, and opportunities under the Americans with Disabilities Act (ADA). Teachers participated in two national training conferences, taught an ADA curriculum specifically written for students with disabilities, and developed future classroom plans. Implementation of the practicum involved conducting the training, writing an implementation guide for the training model, writing the ADA curriculum, conducting site visits, developing the ADA Clearinghouse and Teacher Resource Center, compiling an ADA resource packet, and assisting teachers with overall guidance. Analysis of program evaluation data revealed that teachers increased their ADA knowledge as a result of the training model. A comparison of students' pretest and posttest scores showed increased knowledge about the law and the ADA after students (n=53) participated in the law-related instructional program. An appendix contains a 90-page training model implementation guide, with information and resource documents on planning training, training components, teacher training, student instruction, and program evaluation. The implementation guide provides a conference checklist, student questionnaire, teacher questionnaire, student portfolio criteria, and many other resource materials. (Contains 34 references.) (JDD)

Descriptors: Civil Rights; *Civil Rights Legislation; Curriculum Development; *Disabilities; Equal Opportunities (Jobs); Federal Legislation; Information Centers; *Inservice Teacher Education; *Law Related Education; Secondary Education ; Teaching Methods; *Teaching Models
Identifiers: *Americans with Disabilities Act 1990; *Legal Literacy

Record - 291

DIALOG(R)File 1:ERIC
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ED367083 EC302784
Implementing a Collaborative Consultation Model To Improve Success in Mainstream Courses for Secondary Learning Disabled Students.
Jellie, Carol Rees
29 Nov 1993
73p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum developed a program to improve the mainstreaming of secondary level students with learning disabilities through provision of: (1) inservice training workshops on the topic of collaborative consultation for regular and exceptional (special) educators, and (2) study skills seminars for the students. In addition to the inservice workshops and student seminars, the practicum involved development of a packet of training information for inservice participants, administration of seminar surveys, development

(cont. next page)

of mechanisms for mainstream cost factor funding, and coordination of meetings for teacher course descriptions and student inventories. Evaluation indicated that collaborative consultation was a successful model for mainstreaming this population. Appendices include forms, seminar descriptions, workshop materials, student inventory, and rating scales. (Contains 35 references.) (DB)

Descriptors: Consultation Programs; Costs; *Inservice Teacher Education; *Learning Disabilities; *Mainstreaming; Models; Program Development; *Regular and Special Education Relationship; Secondary Education; Secondary School Students; *Study Skills; Workshops

Identifiers: *Teacher Collaboration

Record - 292

DIALOG(R)File 1:ERIC

ED367082 EC302783

Use of a Self-Recording Procedure To Increase On-Task Behavior of Emotionally Handicapped Children.

McIntyre-Hosler, Ernestine
Aug 1993
65p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum developed a self-recording procedure as a strategy for increasing on-task behavior, academic achievement, and self-esteem of 12 students (grades 6 to 8) with emotional disabilities in a self-contained class over a 12-week period. Students were taught to self-record at gradually decreasing frequencies as well to use their judgment in selecting target behaviors and frequency of self-recording. Evaluation indicated a decrease of at least one level of significance on the Burks' Behavior Rating Scale in the areas of poor attention, poor self-esteem, and poor academics. Appendices include sample self-recording checklists, the visual prompts used, letters to parents, the feedback survey of faculty and students, detailed instructions for the self-recording procedure, and a sample progress report. (Contains 24 references.) (DB)

Descriptors: Academic Achievement; *Attention Control; *Emotional Disturbances; Intermediate Grades; Junior High Schools; Middle Schools; Program Implementation; *Self Esteem; *Self Evaluation (Individuals); *Self Management; Special Classes; *Time on Task

Identifiers: Self Monitoring

Record - 293

DIALOG(R)File 1:ERIC

ED367081 EC302782

Developing Self-Awareness and Self-Acceptance in Emotionally Handicapped Students through the Bibliotherapeutic Process.

Randolph, Elizabeth
Aug 1993
93p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

This practicum involved the development, implementation, and evaluation of a program which used a bibliotherapeutic approach to develop specific behaviors with three second graders and seven fifth graders, all in a resource program for students with emotional handicaps. A needs assessment survey of mainstream teachers identified needs in the following areas: responsibility, cooperation, conflict resolution, and truthfulness. Grade-appropriate literature was tailored to each of the targeted areas and was read to students daily. Various activities to further enhance the literature were carried out, including discussion, formal writing assignments, journal keeping, art activities, role playing, and audio and video taping. Critical thinking questions were posed and discussed to enhance self-expression and awareness in these areas. Although projected goals were not met, gains were made in each area by individual students. Students experienced attitude changes, improved self-concepts, and more realistic awareness of objective areas. Items in the appendix include the student contract, target behavior survey, the data collection chart, and critical thinking questions. (Author/DB)

Descriptors: *Behavior Development; *Bibliotherapy; Childrens Literature; Elementary Education; *Emotional Disturbances; Moral Development; Needs Assessment; Program Development; Program Evaluation; Program Implementation; Resource Room Programs; Self Concept; Student Attitudes; Student Development; Values

Record - 294

DIALOG(R)File 1:ERIC

ED367080 EC302781

Developing Critical Thinking Skills in Young Hearing-Impaired Students, Using Realia, Practice Sessions, and Parent Involvement.

Lins, Joyce B.
Jun 1993
76p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida

(cont. next page)

Journal Announcement: RIEJUL94

In this practicum, 10 children (ages 6 and 7) with hearing impairments or language delays participated in a 12-week program designed to involve students in the total process of goal setting and achievement, including deciding on necessary materials, designing and following a plan to reach the goal, and producing a product. Parents became involved to observe and to carry the learning over into the home environment. Strategies included making pictorial flow chart plans and following them, conducting hands-on activities, and having students view videotapes of themselves at work. The results of pretesting and posttesting indicated that all 10 students made improvements in their ability to think of materials needed for age-appropriate activities. It was concluded that the strategies increased the critical thinking skills of the students. Appendices contain teacher-made test items (including a checklist for pretesting and posttesting and a performance test), a parent questionnaire, and a letter to parents. (Contains 32 references.) (Author/DB)

Descriptors: *Critical Thinking; Elementary School Students; Goal Orientation; *Hearing Impairments; Instructional Effectiveness; *Language Impairments; Parent Participation; Planning; Primary Education; Program Development; Skill Development; *Student Projects; *Thinking Skills

Record - 295

DIALOG(R)File 1:ERIC
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ED367070 EC302749

Increasing the Accuracy of Reading Decoding Skills Exhibited by Hearing-Impaired Students with the Use of a Sound/Letter Unit Instructional Approach.

Becker, Katharine E.
1993
68p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEJUL94

This practicum was designed to increase the accuracy of reading decoding skills exhibited by five elementary and intermediate level hearing-impaired students in a mainstream setting. Subjects were fitted with appropriate amplification to optimize their residual hearing but were performing below their grade-level placement in the areas of word attack and word identification, and made numerous reading decoding errors during oral reading of curriculum materials. The outcome objectives aimed to improve the students' phonetic skills for sound/letter units, single words, and connected reading material. The strategy, which was implemented for a 12-week period in the students' special education class, incorporated the use of 70 sound/letter unit flashcards, a comprehensive word list, and the students' classroom reading text. Analysis of data revealed that all five students increased their accuracy for identifying sound/letter units and transferred this learning to single words and connected text. Results are reported using a case study format. (Contains 19 references.) (Author/JDD)

Descriptors: Case Studies; *Decoding (Reading); Elementary Education; *Hearing Impairments; *Instructional Effectiveness; Mainstreaming; Partial Hearing; *Phonics; *Reading Instruction; Remedial Reading; Teaching Methods; Word Lists

Record - 296

DIALOG(R)File 1:ERIC
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ED366974 CS214225

A Focus on Using Prewriting and Knowledge Level Strategies and Skills To Improve the Attitudes and Writing Skills of Middle School Students.

LaRoche, Kelli Morrison
Dec 1993
62p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL94

A practicum was developed to address deficiencies in students' writing skills. The program goals were to assess the students' abilities to use prewriting strategies, to use supportive elements in writing, and to evaluate students' progress using pre- and post-attitude surveys and writing samples. The target group was 20 eighth-grade journalism students with mixed socio-economic backgrounds. During the 12-week implementation period, journalistic skills geared towards producing an issue of the school newspaper were the focal point of the students' writing efforts. Students worked individually and in small groups to complete activities which focused on writing skills at the prewriting stage. Evaluation of the effectiveness of the program included analyses of data, a comparison of the writing samples using the rubric designed by the Florida Writing Assessment program, and attitudinal surveys completed by the students. Results indicated improvements in writing skills achievement and attitudes. Three tables of data are included; the Florida Writing Assessment rubric, survey instruments, pre- and posttests, and an editorial chart are attached. Contains 17 references. (Author/RS)

Descriptors: Grade 8; Instructional Effectiveness; Journalism; Junior High Schools; Knowledge Level; Middle Schools; *Prewriting; Skill Development; *Writing Achievement; Writing Attitudes; Writing Improvement; Writing Research; *Writing Skills; *Writing Strategies

Identifiers: *Middle School Students

Record - 297

DIALOG(R)File 1:ERIC

ED366672 UD029689
A Program To Increase Black Student Participation in Extracurricular Activities in Grades 9-12 through Teacher, Parent, and Community Involvement.
Bowers, Betty J.
9 Feb 1993
110p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94
Target Audience: Practitioners

This paper describes a practicum that aimed to increase black students' participation in extracurricular activities and school clubs. The lack of participation resulted in black students' feelings of alienation and negative attitudes toward the school. The program's goals were: (1) to increase the number of black students participating in extracurricular activities and school clubs; (2) to make students aware of the existing clubs; and (3) to improve black students' self-esteem. To attain the goals, the program used club orientation sessions, guest speakers, and a workshop that focused on building positive self-esteem, parent and community involvement, and conflict resolution strategies. The data indicated that for the 30 students as a group, participation in extracurricular activities and school clubs increased by 100 percent. All student participants became knowledgeable about the existing school clubs, and there was a 100 percent increase in self-esteem. The results confirm that a club orientation program, combined with parent, teacher, and community involvement, can benefit all students, not just black students. Appendices, comprising 35 percent of the paper, provide various study documents such as student surveys and assessment instruments. (Contains 21 references.) (Author/GLR)

Descriptors: Attitude Measures; *Black Students; *Community Involvement; Extracurricular Activities; High Schools; High School Students; *Parent Role; Student Alienation; *Student Attitudes; Student Interests; *Teacher Role

Record - 298

DIALOG(R)File 1:ERIC

ED366530 SO023679
Integrating Thinking Skills into the Third Grade Social Studies Curriculum.
Westwood, Geraldine E.
1993
86p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

This practicum was designed to help third grade students develop critical thinking skills of application, analysis, and synthesis in social studies activities. Teachers were unhappy with the teaching of social studies as it existed. Among the contributing causes were the lack of a critical thinking program, an over-dependence on commercially prepared worksheets, and the lack of student opportunities to explore their environment. Specific strategies were developed that addressed the integrating of thinking skills into the third grade social studies curriculum. The solution was to stress thinking skills through the teaching of three to five thinking skill strategies, problem solving techniques, the use of cooperative learning, wait time, and high level questioning techniques. Teachers also wrote and published six social studies units that were shared with other teachers. Although not all objectives were met, significant growth in thinking skills did occur. Most children showed improvement in application, synthesis, and analysis skills. Creative thinking was fostered by participation in an invention fair. Teacher in-service training sessions were another component of this practicum that was well received. (Author/SG)

Descriptors: Creativity; *Critical Thinking; *Curriculum Development; Curriculum Research; Elementary School Curriculum; Elementary School Students; *Grade 3; Learning Activities; Primary Education; *Social Studies; *Student Development; Teacher Attitudes; *Thinking Skills

Record - 299

DIALOG(R)File 1:ERIC

ED366521 SO023550
Using a Cooperative Learning Model to Improve Cultural Attitudes and Increase Cultural Literacy.
Mingleton, Helen V.
Jul 1993
84p.; Master of Science Thesis, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: THESIS (042); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEJUN94
Target Audience: Teachers; Practitioners

This document describes a program that was developed and implemented to expand the cultural awareness of fourth grade students. The report describes a multicultural education curriculum that focused on African American and Hispanic history, literature, inventions, ethnographies, and

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biographies. Research based cooperative learning strategies were combined with multicultural instruction. The students were grouped in a heterogeneous, multiculturally composed, cooperative learning model to facilitate the transformation. This project included a detailed fourth grade curriculum outline for cooperative group research, writing, and art projects relating to black and Hispanic cultures. During the project students developed an appreciation for the power of positive interdependence. Levels of success were measured by pre and post tests: (1) Cultural Awareness Assessment (CAA); (2) modified Racial Tension Scale (RTS); and (3) a Cultural Interaction Sociogram (CIS). Comparisons of the pre and post tests from the three instruments showed positive results. The CAA showed 50 percent to 70 percent increase in cultural literacy. The RTS exceeded the goal of 25 percent decrease in racial tension. The CIS demonstrated more than a 10 percent decrease in negative interaction in the cooperative groups. Appendices include pre and post CAA and RTS, CIS, CCA, and RTS test data comparative results, a parent letter, an inventions game, classroom rules, and happiness helpers doll patterns. (Author/DK)

Descriptors: Blacks; *Cooperative Learning; *Cultural Awareness; Elementary School Students; Grade 4; Hispanic Americans; Intermediate Grades; *Multicultural Education; Racial Relations; *Social Studies; *Student Attitudes

Record - 300

DIALOG(R)File 1:ERIC
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ED366485 RC019480

Increasing Parent Involvement, Student Attendance and Appropriate School Behavior of At-Risk Middle School Students through Parent Partnerships.

Nweze, Billie R.
1993
97p.; Ed.D. Practicum, Nova University. Appendices G (Parent Consent) and N (Student Contract) contain light and broken type.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Louisiana
Journal Announcement: RIEJUN94

This practicum used parent partnerships to increase parent involvement, student attendance, and appropriate school behavior at an alternative middle school for 100 at-risk students located in an impoverished rural area. The goals of the project were to: (1) increase parent involvement in the day-to-day activities of the school; (2) provide parenting classes at the school; (3) decrease discipline problems and office referrals of the students; and (4) increase student attendance. At enrollment, parents signed an agreement to volunteer their time and talents to the school. Documentation of parent visits through sign-in sheets showed that parent involvement increased from 285 visits to 472 during the practicum implementation period. Attendance records from parenting classes revealed an average of 59 percent of parents attended the sessions. The number of discipline referrals for a 6-month period decreased from 208 the previous year to 106, and suspensions decreased from 82 to 59. There was a 62 percent decrease in absences during the practicum implementation. Additional components of the practicum included a parent support group, a student support group, a peer leader training program, and a designated parent room in the school. Twenty-one appendices contain parent materials, evaluation forms, and supporting documents. (KS)

Descriptors: Academic Achievement; *Attendance; Counseling; Dropout Prevention; Elementary School Students; *High Risk Students; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Nontraditional Education; *Parenthood Education; Parenting Skills; *Parent Participation; Parent School Relationship; Parent Student Relationship; Rural Schools; *Student Behavior

Identifiers: Middle School Students

Record - 301

DIALOG(R)File 1:ERIC
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ED366435 PS022017

Developing an Administration and Supervision Training Program for Directors of Early Childhood Programs at a Local College.

Amanna, Patricia
1993
56p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94
Target Audience: Administrators; Practitioners

A program was developed at a local college to provide directors of child care centers, Head Start programs, nursery schools, and school-based early childhood programs with formal training in administration, supervision, and program development to help them better manage their programs. The program was the result of a collaborative effort by directors, college faculty and administrators, and other early childhood professionals in the community, assisted by corporate funding. After the program was in place, a survey of directors indicated that many who had previously felt no such training was available felt the program could provide them with effective formal training in areas of concern to them. Twenty-eight of the 260 directors surveyed decided to participate in the training program. A copy of the survey is appended. Contains 30 references. (MDM)

Descriptors: *Administrators; Attitude Change; Curriculum

(cont. next page)

Development; *Day Care; Early Childhood Education; *Educational Administration; *Management Development; *Professional Education; *Program Development; Program Evaluation

Record - 302

DIALOG(R)File 1:ERIC
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ED366427 PS021971
Improving Faculty and Staff Relationships at an Elementary School Site through a Collegiality Program.
Cadwallader, Kathleen Karen
1993
222p.; Ed.D. Practicum Report, Nova University. Photographs will not reproduce clearly.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

A practicum project was designed to improve communications, exchange of ideas, and interpersonal relationships among 37 teachers and school staff members in a rural elementary school in an economically depressed area. Monthly "spotlight" gatherings were held, featuring ethnic foods, experiential activities, demonstrations, and discussions of classroom operations, strategies, and procedures. Follow-up projects and teacher-staff team activities also were utilized. Pre- and postintervention surveys indicated that the vast majority of teachers and staff members felt that the project had improved communication, sharing, and teacher-staff relations at the school. Twenty-four appendixes provide copies of various forms, documents, questionnaires, and photographs used and produced by teacher-staff relations program. Contains 38 references. (MDM)

Descriptors: *Collegiality; Cooperation; Elementary Education; *Elementary School Teachers; *Interpersonal Relationship; Questionnaires; *School Personnel; *Staff Development; Teamwork; Work Environment

Record - 303

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED366426 PS021969
Improving Conflict Resolution among Third and Fourth-Grade Students through Group Interaction.
Locke, Myra S.
1993
88p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

A practicum project designed to alleviate behavior and discipline problems at a Florida elementary school through the use of a conflict resolution curriculum that emphasized group interaction is described. The third- and fourth-grade students were asked to work cooperatively on projects that guided them through a series of strategies that taught them how to develop respect for themselves and others. Observations were made each month during the school year to ascertain if children were responding to the intervention. Pre- and posttest observations and surveys found that the students learned to communicate effectively with one another and respect themselves and others while learning to accept the unique qualities inherent in all individuals. (Six appendixes provide copies of parent letters, attitude surveys, monthly and final observation report forms, posttest surveys, and references for classroom intervention techniques.) (MDM)

Descriptors: Classroom Techniques; *Conflict Resolution; Curriculum Evaluation; Discipline; *Discipline Problems; Elementary Education; *Elementary School Students; Grade 3; Grade 4; *Group Dynamics; *Intervention
Identifiers: Florida

Record - 304

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED366423 PS021931
Strategies Addressing Discrepancies in Educational and Behavioral Priorities and Expectations between Staff and Middle-Class K-5 Parents.
Clarke, June S.
1993
107p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

A practicum was designed to address the discrepancies in educational and behavioral expectations and priorities noted on parent and staff surveys at a rural elementary school. The survey of parents (n=261) indicated parents' need and desire for education and training in helping their children at home. The goal of the project was to implement an outreach program to help these parents become more effectively involved in the education of their children. A priority of the project was to change parental perceptions: parents must abandon the idea that the school, teachers, and other experts are responsible for the education of their children and embrace the idea that parents themselves are the first and most important teachers

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of their children. Through a series of evening educational opportunities, training sessions, service fairs, and the establishment of a parent resource center, parental attitudes began to change, as indicated by their increased willingness to attend parenting events at the school. (Seven appendices contain copies of parent and staff survey questionnaires, summaries of survey responses, evaluation of parent activities, and a parent resource center "wish list" of desired books and resources.) (MDM)

Descriptors: Academic Achievement; Attitude Change; Elementary Education; *Parent Attitudes; Parent Education; Parent Participation; Parent Responsibility; Parent Role; *Parents as Teachers; *Parent School Relationship; *Parent Student Relationship; Parent Teacher Cooperation; Program Effectiveness; Questionnaires; *Teacher Attitudes

Record - 305

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED366421 PS021925

Increasing Senior Volunteerism in a K-8 Public School District.

Phelan, Vanessa C.
1992
75p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

This practicum was designed to involve senior citizen volunteers in the schools on a regular basis. Implemented in a suburban public school setting, the project involved: (1) the dissemination of information about senior citizen involvement to school district staff; (2) the development of a partnership between a regional senior volunteer program and the school district; (3) the matching of school district needs with senior citizen volunteer interests; and (4) the development of a Living History project, in which students interviewed participating senior citizens about their experiences during World War II. At the end of the project the middle school held a Living History Day, during which students presented historical papers based upon their interviews and library research to fellow students and the senior citizens. Although the original goal of the project, to have senior citizens participate regularly in the educational process, was not met because many had initially refused to participate due to past negative experiences with senior citizen-student undertakings, the successful Living History Day can be seen as a first phase of a senior citizen volunteer plan. Follow-up surveys of the senior citizens involved showed that they thought the project worthwhile. Eleven appendixes provide copies of various forms, letters, and survey questionnaires used in the practicum. (MDM)

Descriptors: Adolescents; *Citizen Participation; *Intergenerational Programs; Junior High Schools; Junior High School Students; Middle Schools; *Older Adults; *Oral History; Program Evaluation; Questionnaires; *School Community Relationship; *Volunteers; World War II

Identifiers: Middle School Students; *Volunteers in Education

Record - 306

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED366419 PS021890

Providing Fourth Grade Students with Support Systems and Experiences To Enhance Academic Success.

Jennings, Mary H.
1993
63p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

A practicum was designed to utilize various techniques to: (1) improve the involvement of parents and volunteers in the education of fourth grade students; (2) help the students develop a more positive attitude toward self, school, home, and community; and (3) increase students' school attendance rate and participation in school and community activities. The majority of the students came from disadvantaged backgrounds or single-parent households or both, and had difficulty succeeding in school. During the academic year, mentor programs, parent workshops, a monthly newsletter, a student-of-the-week program, field trips, tutoring programs, and student performances were developed to accomplish the aforementioned goals. Pre- and postintervention assessments found that student attendance improved, children developed more positive attitudes toward school, and parent participation increased. (Six appendixes contain copies of letters and forms used in the practicum, as well as survey questionnaires distributed to teachers.) (MDM)

Descriptors: *Academic Achievement; Attendance Patterns; *Elementary School Students; Grade 4; *High Risk Students; Intermediate Grades; *Intervention; Mentors; *Parent Participation; Parent Workshops; Self Esteem; *Student Attitudes; Student Participation; Tutoring

Identifiers: *Support Systems

Record - 307

DIALOG(R)File 1:ERIC
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ED366295 IR016491

Providing Elementary Students Equitable Access to Notebook Computers by Empowering Three School Communities in Shared Decision Making.

Despot, Paula C.
Oct 1993
91p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

This practicum was designed to provide elementary students from low-socioeconomic school communities equitable opportunities to use notebook computer technology in the communication process. A multi-dimensional staff development program was designed and conducted to integrate computer technology in the classroom. Students and their families were provided access to notebook computers through take-home workshops. A major component was developing collaboration and facilitating shared decision making through the establishment of site councils at each school. Ten solution strategies were developed that focused on empowering school communities to share decisions for computer use, thereby increasing student use of computer technology for the purpose of communication. Analysis revealed that involving the home, school, and community in the decision-making process for computer learning and providing schools with the tools, training, and support resulted in equitable opportunities for students to use the notebook computer as a tool for communication. Teacher and student surveys, an organizational scheme, agendas, several forms, and examples are appended. (Contains 48 references.) (TMK)

Descriptors: Communication (Thought Transfer); *Computer Assisted Instruction; Cooperation; Decision Making; Elementary Education; Elementary School Students; *Equal Education; Microcomputers; Practicums; Questionnaires; Shared Resources and Services; Staff Development; Workshops

Identifiers: *Computer Equity; Empowerment; *Notebook Computers

Record - 308

DIALOG(R)File 1:ERIC

ED366152 EC302755

Enhancing the Self-Concept and Self-Esteem of Upper Elementary Grade Students with Learning Disabilities through Counseling, Modeling, Reverse-Role Tutoring, and Parent and Teacher Education.

Guindon, Jerry
4 Aug 1993
87p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

This practicum addressed the self-concept and self-esteem problems of 10 upper elementary grade students with learning disabilities through development, implementation, and evaluation of a group counseling program. The program involved educating students about their learning disabilities as well as using counseling strategies which stressed student strengths and challenged their erroneous belief systems. The students were also given opportunities for reverse-role tutoring (in which students tutored first graders in reading). Role models were developed through the influence of an adult model with learning disabilities and a library project on famous historical figures with learning disabilities. Meetings were held with teachers, parents, and the children's regular education peers to provide information on learning disabilities and enhance the students' acceptance. Results from both standardized self-report measures and informal questionnaires showed that all 10 students demonstrated significant improvements between pretest and posttest in self concept and self-esteem. Reduced levels of anxiety and improved behaviors were also observed. Letters, questionnaires, and forms used during the practicum are appended. (Contains 39 references.)

Descriptors: Cross Age Teaching; Elementary School Students; Elementary School Teachers; *Group Counseling; Intermediate Grades; *Learning Disabilities; Parent Attitudes; Peer Acceptance; Program Development; Role Models; *Self Concept; *Self Esteem; Teacher Attitudes; Tutoring

Record - 309

DIALOG(R)File 1:ERIC

ED366144 EC302738

Using Music To Reinforce Basic Money Skills Taught in the TMH Classroom.

Orlando, Charlene A.
Jun 1993
91p.; M.Sc. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94

This practicum investigated the effectiveness of using music activities to reinforce basic money skills with 10 students, ages 12 to 21, with mental retardation in the trainable range. The program used a combination of music and visual aids as strategies for reinforcing basic money skills and improving student on-task behaviors in the classroom. Pretests and posttests as well as systematic observation were used to

(cont. next page)

evaluate the intervention. Results indicated increased achievement levels of basic coin money skills for the target group. Students also demonstrated increased on-task behaviors. Appendices include student data of previous mastery of basic money skills, the coin money skills pretest/posttest, summary of pretest data, the observation form (used both before and after program implementation), summary of observation data, lyrics to coin money skills song activities, coin face manipulative reproduceables and coin identification chart, explanation of a schoolwide money skills student video project, and an attachment of recommended music resources to reinforce basic skills. (Contains 35 references.) (DB)

Descriptors: Arithmetic; Classroom Techniques; *Daily Living Skills; Instructional Effectiveness; *Moderate Mental Retardation; *Money Management; *Music Activities; Positive Reinforcement; Program Effectiveness; Secondary Education; Secondary School Students; Teaching Methods; Time on Task; Visual Aids

Identifiers: *Money Skills

Record - 310

DIALOG(R)File 1:ERIC
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ED366139 EC302733

Reducing the Inappropriate Referrals of Language Minority Youngsters to Special Education Settings through Teacher Training.

Christina, Barbara
1993
238p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN94
Target Audience: Practitioners

This practicum involved the design and implementation of inservice training sessions for educators, to reduce the incidence of limited English proficient (LEP) pupils being inappropriately referred for possible special education placement. The inservice sessions covered the difference between a linguistic diversity and a handicap, prereferral strategies, and training in the Spanish language in order to help Hispanic children and families feel more comfortable in the school and community. Hispanic parent seminars were developed to increase parent advocacy for their children's programs. A booklet on prereferral strategies was also written and disseminated. The booklet describes the LEP student in the mainstream classroom; the role of the English-as-a-Second-Language teacher; the assessment of LEP students; and the roles of parents, administrators, and interpreters. Appendices contain copies of survey forms and questionnaires, a copy of the booklet on prereferral strategies, and practicum evaluation data. (Contains approximately 60 references.) (Author/JDD)

Descriptors: Elementary School Students; Elementary Secondary Education; English (Second Language); Hispanic Americans; *Inservice Teacher Education; Language Impairments; *Limited English Speaking; Parent Participation; *Prereferral Intervention; Program Development; Program Implementation; Referral; Secondary School Students; *Spanish Speaking; Special Education

Identifiers: *Language Minorities

Record - 311

DIALOG(R)File 1:ERIC
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ED365787 CE065366

Examination of Motivating Factors Attracting Licensed Practical Nurses into a Registered Nursing Program.

Care, Wm. Dean
Dec 1993
50p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: Canada; Manitoba
Journal Announcement: RIEJUN94

A study identified characteristics and motivating factors that influenced licensed practical nurses (LPNs) to participate in a registered nursing (RN) upgrading program at a hospital in western Canada. A literature review considered the concepts of motivation, participation, adult learning, and life transitions and explored a variety of models and theories. A modified Education Participation Scale, incorporated into a participation survey, was used for data collection. The questionnaire was mailed to all LPNs enrolled in the upgrading program. The respondents were asked to respond to each item in relation to the extent it had influenced his or her decision to participate in the program. Descriptive statistics used to analyze the data included frequency distribution, measurement of central tendency (mean scores), and measurement of variability (standard deviation). Of 106 surveys distributed, 64 were returned. The results indicated that LPNs pursuing an RN upgrading program were primarily motivated by a desire for professional advancement, professional knowledge, and acquisition of credentials. When respondents were asked to identify other factors that motivated them to pursue the upgrading program, the majority responded that compliance with authority was the main reason. The demographic information showed that this population consisted of nontraditional, older students with many years of nursing experience. The survey instrument is appended. Contains 26 references. (YLB)

Descriptors: Academic Aspiration; Adult Education; Developed Nations; Dislocated Workers; *Enrollment Influences; Foreign Countries; *Improvement Programs; Learning Motivation; *Nurses ; *Nursing Education; Participant Characteristics;

(cont. next page)

Postsecondary Education; Professional Training; *Student Characteristics; *Student Motivation
Identifiers: Canada (West)

Record - 312

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365577 SO023390
The Development and Implementation of an Interdisciplinary Global Education Program at Seacrest Country Day School.
Powell, Lynne M.
Jul 1992
303p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94
Target Audience: Teachers; Administrators; Practitioners

This report describes the process used by a fully accredited private school (Sea Crest County Day School, Florida) of prekindergarten through grade eight to develop and implement an interdisciplinary global education program. Areas of need that were addressed included: differences in definition of the concept by the teachers, inconsistencies in the scope and areas of the curriculum where global concepts were addressed, teacher concerns about adding more to an already full curriculum, teacher concerns over lack of student knowledge about global concepts, and student reluctance to participate in community service projects. Intervention strategies included: inservice workshops for teachers; workshops for parents; development of a definition, philosophy, goals, objectives, and curriculum for a global education program; development of a catalog of local, national, and international resources and opportunities for global education; and a schoolwide implementation of the program. Global education became a central theme in the school environment. Parents and members of the community became actively involved in the program, and the community became a learning laboratory for the students. The paper is divided into seven chapters: (1) Problem statement and community background; (2) Problem definition and evidence; (3) Influence in the problem context bearing on solutions and outcomes; (4) Problem conceptualization, solution strategy, and project outcomes; (5) Implementation history; (6) Evaluation of results and process; and (7) Decisions on future of intervention. (DK)

Descriptors: Citizenship Education; *Curriculum Development; Educational Research; Elementary Education; Global Approach; Interdisciplinary Approach; *International Education; Private Schools; *Recycling; *Social Studies; Student Participation; Student Volunteers; World Affairs; *World Problems
Identifiers: *Global Education

Record - 313

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365317 IR054756
Improving Library Resources in an Elementary Media Center by Assuring Greater Ethnic and Gender Diversity.
Saykanic, Donna M.
1993
54p.; Ed.D. Practicum Report, Nova Universit
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to improve an elementary school library's resources by making them more balanced in terms of portraying the diversity that exists in society: specifically the need to portray characters of different gender and diverse ethnic backgrounds in positive roles. The topics covered in this report are: (1) introduction, which includes a description of the community and the work setting and role of the researcher; (2) study of the problem which includes the problem description, problem documentation, causative analysis, and relationship of the problem to the literature; (3) anticipated outcomes and evaluation instruments; (4) solution strategy, which includes discussion and evaluation of solutions, description of selected solution, and report of action taken; and (5) results, discussion, and recommendations. Included in the appendices are: a Florida Department of Education, Office of Educational Opportunity Checklist for evaluating textbooks; a teacher reading interest questionnaire; and a student book report questionnaire. (Contains 13 references.) (JLB)

Descriptors: *Childrens Literature; Cultural Background; *Cultural Differences; Cultural Literacy; Elementary Education ; Ethnic Groups; *Learning Resources Centers; *Library Collection Development; *Library Material Selection; Media Specialists; Minority Groups; Multicultural Education; Questionnaires; Reading Materials; School Libraries; Sex Bias; Sex Differences; Sex Role; Sex Stereotypes; Textbook Bias

Record - 314

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365287 IR016459
Utilizing Shared Decision Making in Developing a Computer Technology Comprehensive Plan for a Small, Rural, K-12 Campus.
Crumley, William H.
1993

(cont. next page)

151p.; Ed.D. Practicum Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to utilize a shared decision making (SDM) committee model as a mechanism through which a long-range, comprehensive computer technology plan would be developed for a Jackman (Maine) school system. On-site research coupled with an extensive review of current literature produced a finding that long-range technology education planning had not previously materialized in the school due to the ad hoc fashion in which computer technology had pervaded the curriculum. A committee was established utilizing a shared decision making model. All parties with a vested interest were represented in the process. The sole charge to the committee was the development of a comprehensive computer technology plan. The results of the practicum were positive. A comprehensive computer technology plan, which will guide computer budget preparation and curriculum development, was developed and subsequently accepted. Copies of surveys used in the needs assessment, a project timeline, and the completed comprehensive computer technology plan are appended. (Contains 67 references.) (Author/KRN)

Descriptors: Committees; *Computer Assisted Instruction; Computer Literacy; Curriculum Development; *Educational Planning; *Educational Technology; Elementary Secondary Education; Literature Reviews; *Long Range Planning; Models; Needs Assessment; *Participative Decision Making; Problems; Questionnaires; Rural Schools; Small Schools
Identifiers: *Technology Plans

Record - 315

DIALOG(R)File 1:ERIC

ED365286 IR016457
Increasing Technology and Collaborative Learning Experiences of Teachers, Parents, and Students in a Middle School through Teacher Training, Parent Involvement, and a Mentorship Program.
Byers, Patricia Longwell
1993
155p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to increase middle school students' use of their school's existing technology. The project was implemented in four phases. First, teachers participated in 10 in-service training workshops on the use of technology and collaborative learning as an instructional strategy. During the second and third phases a support/mentor system to help teachers use the technology at the school was offered. A weekly series of technology support meetings was held for teachers, incorporating training with discussion and shared practices. Twenty-five student mentors/aides were trained to assist teachers and students as they used technology in the classroom or the computer lab. Finally, parent workshops were held to share ideas on the use of home technology for educational purposes. Most of the practicum objectives were met or exceeded, including increased student use of technology, increased teacher implementation of technology and collaborative learning, and increased parental understanding of the use of technology. The success of the practicum suggests that the design of the four-phase program is an effective strategy to increase the use of technology in a school. Recommendations and a detailed implementation plan are included. (Contains 48 references.) (Author/KRN)

Descriptors: *Computer Assisted Instruction; *Computer Literacy; Cooperative Learning; *Educational Technology; *Inservice Teacher Education; Junior High Schools; Junior High School Students; Mentors; Middle Schools; Parent Participation ; Staff Development; Teacher Improvement; *Teaching Methods
Identifiers: Middle School Students; Student Assistants

Record - 316

DIALOG(R)File 1:ERIC

ED365110 FL021657
Helping Elementary English as a Second Language Students To Become Independent Learners by Improving Their Reading Strategies.
Kaminsky, Debra E.
1993
48p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to address the need for the intermediate and upper grade level English as a Second Language (ESL) students to become independent learners in the literacy process. The subjects, 13 boys and 3 girls from Pakistan, Philippines, Jordan, Israel, Korea, Turkey, and Thailand were dependent on the teacher when they had difficulty with words and had poor self-confidence in their learning strategies. The author met with the subjects' parents to discuss ways to encourage the children to become independent learners in the literacy process. Students wrote reactions in literature logs to books they read and used a self-monitoring approach to reading and thinking. A group list

(cont. next page)

of new vocabulary words from a basal reading selection was designed by the students to define meaning using the context of the material. By keeping a portfolio, students were involved in the assessment of their own writing. Results of the study showed that students learned to use the context of the reading material, dictionary, or encyclopedia to determine the correct spelling or meaning of a word. They became familiar with many books written in English and had more self-confidence in their learning strategies in the literacy process. More time was spent at home studying than on watching television. A reading strategies questionnaire, use of time questionnaire, and title recognition test are appended. (Contains 28 references.) (JP)

Descriptors: *Bilingual Education; Elementary Education; Elementary School Students; *English (Second Language); *Parent Influence; *Parent Role; Reading Aloud to Others; Reading Attitudes; *Reading Habits; Recreational Reading; Role Models; *Student Motivation

Record - 317

DIALOG(R)File 1:ERIC
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ED365077 EC302702

Increasing the Capacity of Regular Education To Serve Students with Learning Problems through Collaboration with the Child Study Team.

Singer, Ann
7 Jul 1993
98p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum involved the development of a pre-referral intervention approach to increase support for elementary and middle school students with learning problems through the use of Pupil Assistance Committees which designed and monitored strategies for educating students with learning problems in the regular classroom. Pupil Assistance Committees usually consisted of the principal, the learning consultant, the reading specialist, an experienced teacher from regular education, and the referring teacher. An intervention checklist was developed to encourage teachers to try various intervention strategies before referring the student for special education services. Especially effective pre-intervention strategies were parent involvement and peer tutoring. Substantial decreases in the number of referrals were achieved and almost all students referred were found eligible for special services. Increased collaboration between special and regular educators was also achieved. Extensive appendices include additional information on student referrals and classification, interventions used prior to referral, the Pupil Assistance committee referral path, parent notification, pupil assistance procedures, and teacher attitudes. Also attached are various forms used in the program and the intervention checklist. (Contains 29 references.) (DB)

Descriptors: Checklists; Cooperation; Elementary Education; Elementary School Students; Eligibility; Interdisciplinary Approach; Junior High Schools; Junior High School Students; *Learning Problems; Middle Schools; Parent Teacher Cooperation; Peer Teaching; Prereferral Intervention; *Referral; *Regular and Special Education Relationship; Resource Teachers; Teacher Attitudes; *Teamwork; Tutoring

Identifiers: Middle School Students; *Teacher Collaboration

Record - 318

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365076 EC302701

Pre-Crisis Intervention Strategies for Reducing Unacceptable Behaviors by Exceptional Students in a Public Elementary School.

Levine-Brown, Linda S.
8 May 1993
102p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This report describes the implementation of a data-based program to reduce unacceptable student behaviors and decrease the number of administrative interventions with 21 students with severe emotional disturbances. A computerized database was developed to track classroom and transportation discipline infractions. Students met monthly to review their individualized, cumulative, computer printout of their discipline record, classroom target behaviors, and general conduct. In addition, students were videotaped monthly during individual and classroom counseling sessions. Parents met tri-monthly for an individualized conference to view their child's video tape and discipline report. A series of parenting workshops was offered to increase basic knowledge of parenting skills. Staff were provided with inservice training in techniques for effective aggression management. Referrals for behavior infractions to the administration were reduced by 75 percent during the practicum period. Parents and educators were enthusiastic about the training workshops. Extensive appendices include a behavior management plan, database entry forms, videotaping record form, parent permission form, staff questionnaires, and parent questionnaires (Contains 36 references.) (DB)

Descriptors: Aggression; *Behavior Change; *Behavior Disorders; Bus Transportation; Classroom Techniques; *Computer Uses in Education; Counseling Services; *Databases; Discipline Problems; Elementary Education; Elementary School Students;

(cont. next page)

•Emotional Disturbances; Inservice Teacher Education; Intervention; Parent Education; Public Service; Referral; Resource Teachers; Videotape Recordings

Record - 319

DIALOG(R)File 1:ERIC

ED365075 EC302700
Increasing the Success of Learning Disabled High School Students in Their Transition to the Community College through the Use of Support Services.
Barretti, Michael R.
1 Sep 1993
95p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to develop transition skills of students with learning disabilities into the community college through a support services program designed to enhance academic and social competencies. A series of instructional sessions (24 hourly sessions) were held separately with 10 first semester college students and 10 graduating high school seniors with learning disabilities. Instruction was given in: (1) understanding one's disability, finding strategies necessary to compensate for it; (2) understanding learning style, promoting self-advocacy, enhancing study skills; and (3) dealing with frustration and low self-esteem, examining alternatives to college. The practicum also developed and implemented a model transition program for college use and developed and implemented a set of easily administered and scored evaluative instruments to identify entering LD students. Evaluation indicated the program exceeded expectations by increasing both academic and social competencies for participants. Appendices provide additional practicum details and include the student questionnaire, a learning style profile, a study habits survey, a social competency checklist, a learning disability questionnaire, a self-advocacy questionnaire, an academic stress survey, a self-esteem inventory, an alternative choices questionnaire, and a student profile format. (Contains 36 references.) (DB)

Descriptors: Basic Skills; Cognitive Style; College Freshmen; •Community Colleges; High Schools; High School Seniors; Interpersonal Competence; •Learning Disabilities; Pupil Personnel Services; Remedial Instruction; Self Esteem; •Self Evaluation (Individuals); Student Development; Student Personnel Services; •Study Skills; Transitional Programs; Two Year Colleges

Record - 320

DIALOG(R)File 1:ERIC

ED365074 EC302699
Development of a Collaborative Speech-Language-Hearing Model for Service Delivery to Mild and Moderately Language Handicapped Students in an Elementary School.
Ramcharan-Griffin, Flavia
14 Oct 1993
71p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This paper reports a practicum which attempted to improve delivery of speech language services to children with speech language handicaps in two elementary schools without pulling students out of regular classes. The speech language pathologist (SLP) implemented a collaborative approach with regular teachers providing support in the areas of identifying the student's current level of functioning and planning for intervention specific to the student's area of deficit. Collaboration was also implemented in the review and evaluation of language requirements and materials used in the classroom and the development of techniques to meet the needs of children with diverse academic and cultural backgrounds. Additionally the SLP provided parents with evidence for the effectiveness of classroom based interventions. A team teaching and peer coaching delivery model was used at both school locations. The practicum resulted in services being provided to children previously unserved, to establishing collaborative relationships with some teachers in each school, and to formulating plans to expand the collaborative approach in the following year. Appendices include diagrams illustrating the previous and experimental delivery models, a SLP mission statement, and the 4-year plan for model implementation. (Contains 43 references.) (DB)

Descriptors: •Classroom Techniques; Cooperation; Delivery Systems; Elementary Education; Intervention; •Language Impairments; •Mainstreaming; Models; Peer Teaching; Remedial Instruction; Resource Teachers; •Speech Impairments; Speech Improvement; Student Evaluation; Team Teaching
Identifiers: •Teacher Collaboration

Record - 321

DIALOG(R)File 1:ERIC

ED365044 EC302669
Increasing Academic Achievement of Second Grade Learning

(cont. next page)

Disabled Students through Implementation of a Resource/Consultative Service Delivery Model.

Chiodo, Carolyn B.
8 Jul 1993
84p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum implemented a resource/consultative model in place of a pullout model that was failing to meet the needs of second grade students with specific learning disabilities (SLD), at-risk students, and regular and special educators. The practicum involved conducting team meetings, increasing faculty awareness, and implementing curriculum-based assessment. Informal consultation services were provided and workshops were held to explain and provide instructional assistance in implementing the model. A team was developed to establish schedules for in-class remediation, direct service, and consultation. In-class remediation progressed from teacher-directed activities, through SLD teacher-directed activities, to shared planning on unit presentations. Students within the targeted classroom showed improvements in academic achievement, but objectives identifying specific academic outcomes were not entirely satisfied. However, teacher evaluation forms indicated positive acceptance of the model and faculty voted to incorporate the model into the school's improvement plan for the coming year. Appendices include the program evaluation form, the resource/consultation log, and the student progress form. Tables provide details of the academic achievement and curriculum mastery test results. (Contains 65 references.) (Author/DB)

Descriptors: Academic Achievement; *Consultation Programs; *Curriculum Based Assessment; Delivery Systems; Elementary School Students; Grade 2; Inservice Teacher Education; *Learning Disabilities; Primary Education; Program Effectiveness; *Regular and Special Education Relationship; *Resource Teachers; *Teaching Models; Teamwork

Record - 322

DIALOG(R)File 1:ERIC
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ED365043 EC302668

Training Special Education Teachers and Paraprofessionals of Developmentally Disabled and Behaviorally Disordered Children and Youth in Applied Behavior Analysis.

Barresi, Dominick
3 Mar 1993
49p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to train special education teachers and paraprofessionals at a private, special education facility in ways to identify precursor behaviors and antecedent events eliciting maladaptive behaviors in children with developmental disorders and behavior disorders. Staff were given five inservice sessions (totalling 10 hours) on child management skills and applied behavior analysis. Although analysis indicated that the inservice training was effective and staff applied their new skills in the classroom, it also indicated that staff use of behavior management approaches trailed off after several weeks and staff reverted to their former ineffective methods. The program rating scale is appended. (Contains 17 references.) (DB)

Descriptors: Behavior Change; *Behavior Disorders; *Behavior Modification; *Classroom Techniques; *Developmental Disabilities; Elementary Secondary Education; *Inservice Teacher Education; Maintenance; Paraprofessional School Personnel; Program Effectiveness; Special Education Teachers; Special Schools; *Staff Development

Record - 323

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365042 EC302667

What Did I Do? A Scenario-Based Program To Assist Specific Learning Disabled Adolescents in Understanding Legal Issues.

McDougall, Donna M.
12 Aug 1993
41p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to train eight adolescents with specific learning disabilities (SLD) about their legal rights and responsibilities, through a scenario-based program presented in the classroom as part of a transition program. The practicum involved the development of 22 scenarios, a pretest and posttest, and discussions and role-playing sessions with the scenarios. Among topics covered by the scenarios were: shoplifting, fatherhood (rights and responsibilities), routine traffic stop, disorderly conduct, assault and battery, parents' authority and responsibilities, fireworks, school attendance, school's authority, handicapped rights, labor laws, driver's license rights and responsibilities, use of telephone, trespassing, age of majority, motorcycle usage, and rights in court. Results indicated that students increased their knowledge of their legal rights and responsibilities and also gained skill in making thoughtful decisions in this area. (Contains 13 references.) (Author/DB)

(cont. next page)

Descriptors: *Civil Rights; Decision Making; Delinquency Prevention; High Schools; High School Students; Instructional Effectiveness; Knowledge Level; Law Enforcement; Laws; *Learning Disabilities; *Legal Problems; *Legal Responsibility ; Lesson Plans; *Role Playing; *Teaching Methods

Record - 324

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365041 EC302666
Developing a Social Skills Training Program To Assist Special Education Middle School Students Entering the Mainstream.
Shapiro, Joel F.
20 Aug 1993
76p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum employed a systematic series of activities to assist special education middle school students (n=16) in making successful transitions from special classes into regular classes. Students were identified as either gifted-handicapped or communication disordered. Weekly class meetings were held in which general social skills issues were discussed, role playing techniques were used, and specific social skills were taught. Parents were encouraged to meet, and information about social skills development was provided to them. Results included: (1) students developed new, age-appropriate social skills; (2) students made new friends both in special and mainstream classes; (3) school staff increased their contacts with each other; (4) teachers and parents reported improved student behavior; (5) suspensions for inappropriate social behaviors in school dropped substantially; and (6) students' self esteem grew. Five appendices provide additional detail, including a chart for determining changes in students' social skills, examples of social skills development materials used, examples of social skills rating scales and skills development materials for parents, and charts for determining changes in students' friendships. (Contains 35 references.) (Author/DB)

Descriptors: Behavior Change; Behavior Rating Scales; *Communication Disorders; Elementary School Students; Friendship; *Gifted Disabled; Intermediate Grades; *Interpersonal Competence; Junior High Schools; Junior High School Students; *Mainstreaming; Middle Schools; Parent Education; Role Playing; Self Esteem; Skill Development; Social Integration; Special Classes; Teaching Methods; *Transitional Programs

Identifiers: Middle School Students

Record - 325

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED365016 EC302641
A Transition Model for Personal Empowerment of Learning Disabled Young Adults Exiting from High School to the Work Force or a Post-Secondary Educational Setting.
Purcell, Nancy Mari
1993
118p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAY94

This practicum developed a comprehensive Individual Transition Plan (ITP) model for five high school students with learning disabilities, in which social skills, advocacy, communication skills, career evaluation, and postsecondary concerns were explored through the collaborative efforts of school personnel, community members, outside agencies, the student, and the parents. The practicum involved administration of questionnaires, assisting agencies in career evaluations, executing group and individual sessions with students to enhance interpersonal skills, arranging mentoring relationships, organizing a Career/College Night, and compiling information into a computerized ITP. It was felt that the practicum information was utilized to provide a clear vision of the systematic steps that the learning disabled youngster must take to attain future goals. Appendices contain various questionnaires, skills lists, and ITP forms. (Contains 31 references.) (JDD)

Descriptors: Advocacy; Agency Cooperation; Career Exploration; College Day; Communication Skills; *Cooperative Programs; *Education Work Relationship; Higher Education; High Schools; High School Students; Interpersonal Competence; *Learning Disabilities; Mentors; *Models; Parent Participation ; Postsecondary Education; Program Development; Program Implementation; *Transitional Programs; Vocational Evaluation

Identifiers: Empowerment; *Individualized Transition Plans

Record - 326

DIALOG(R)File 1:ERIC
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ED365015 EC302640
Use of a One Day Training Program for Human Services Professionals To Increase Their Understanding of Attention Deficit-Hyperactivity Disorder and Its Ramifications for Adoptive Families.

(cont. next page)

Russo, Daniel J.
14 Jun 1993
106p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEMAY94

This practicum was designed to increase the ability of human services professionals to provide knowledgeable and effective direction and support for adoptive parents of children with attention deficit-hyperactivity disorder. A 1-day training program and materials were developed to reach the goal, and two social workers were trained to present the program to four groups of human services professionals, which included social workers, adoption workers, and related professionals and paraprofessionals. Content of the program consisted of motivational activities, description of the disorder, explanation of diagnosis and treatment, and consideration of case management. A reference handbook was produced for each participant, as well as an informative brochure for use with participants' clients. Results of the practicum indicated significant increases in specifically identified areas of knowledge. Appendices provide a post-test and other materials used in implementing the practicum. (Contains approximately 80 references.) (JDD)

Descriptors: *Adopted Children; Adoption; Adoptive Parents; *Attention Deficit Disorders; Elementary Secondary Education; *Human Services; *Hyperactivity; Inservice Education; Instructional Materials; Parent Education; *Professional Continuing Education; Program Development; Program Effectiveness; Social Workers; Training Methods

Record - 327

DIALOG(R)File 1:ERIC
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ED365014 EC302639

Development and Implementation of an Integrated Parent Involvement Program for Regular and Special Education Classes in Preschool and Kindergarten for Home and School.

Menard, Joanne
28 Mar 1993
92p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAY94

This practicum sought to combat the problem of decreasing readiness skills and overall general knowledge of entering kindergarten students, by developing and implementing an integrated parent involvement program for regular and special education classes in preschool and kindergarten. The first phase involved parents and children in a home-based summer motor skills and reading program. When school began in the fall, parents became involved in parent education meetings, planning and organizing a learning fair, distributing weekly language development book packets, communicating with school through a telephone communication system, reading and conducting language development activities at home, and developing language extension activities with their children. The practicum had a positive effect on parents involvement in their child's education in school and at home. Parents responded positively to the programs and became aware of developmentally appropriate practices. Scores on the kindergarten screening test increased. Appendices provide copies of questionnaires and record-keeping forms. (Contains 32 references.) (JDD)

Descriptors: *High Risk Students; Kindergarten; Kindergarten Children; *Parent Participation; *Parents as Teachers; Preschool Education; Primary Education; *Program Development; Program Implementation; *School Readiness; Skill Development

Record - 328

DIALOG(R)File 1:ERIC
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ED365013 EC302638

Increasing Parental Involvement through Active Participation with Parents of Fifth Grade Students in an Integrated Mainstreamed Classroom.

Roundtree, Johnny W.
1 Apr 1993
63p.; Ed.D. Practicum Report, Nova University
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum focused on the problem of lack of involvement of the parents of 32 mainstreamed fifth grade students with special learning needs. Evening workshops were conducted for parents and their at-risk, mainstreamed students in fifth grade. Sessions focused on the use of computers, manipulatives, make and take home instructional games, study skills and test-taking tips, and organizational skills. The practicum resulted in significant increases in parent participation. Several parents reported gaining significant insight on ways to assist their child in learning. Parents reported enjoying the opportunity to participate in the workshops. Appendices contain survey forms and other materials used in implementing the practicum. (Contains 24 references.) (JDD)

Descriptors: Attitude Change; Behavior Change; Elementary School Students; *Evening Programs; Grade 5; High Risk Students; Intermediate Grades; Mainstreaming; Parent Attitudes

(cont. next page)

; *Parent Participation; Parent School Relationship; Parent Student Relationship; Program Effectiveness; *Special Needs Students; *Workshops

Record - 329

DIALOG(R)File 1:ERIC
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ED365012 EC302637
Facilitating the Inclusion of Mildly Disabled Elementary Students in an Innercity School: A Service Delivery Model.
Clarke, Sharon
8 Mar 1993
95p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEMAY94

The goal of this practicum was to have building-based special education personnel support classroom teachers so that mildly disabled elementary students in an inner city school could be included in the classroom successfully. Through inservice education sessions, the staff were provided with current information on facilitating the inclusion of mildly disabled students, and then staff collaborated to develop solution strategies appropriate to their setting. A collaborative school-wide restructuring of support services was implemented, altering special education support from three separate, vertical programs to three horizontal support teams responsive to the needs of the classroom teachers in each team. Special and general educators worked together to address students' academic needs. At the completion of implementation, all target students were receiving individual or small group instruction for a minimum of 90 minutes daily. Nine of 10 teachers were "very satisfied" or "satisfied" with the new service delivery model and wished to continue with the model. Appendices provide copies of questionnaires and administrative materials. (Contains approximately 70 references.) (JDD)

Descriptors: *Consultation Programs; *Cooperative Programs; Delivery Systems; Elementary Education; Elementary School Students; Inner City; *Mainstreaming; *Mild Disabilities; *Regular and Special Education Relationship; School Restructuring; Social Integration; *Teaching Models; Teamwork; Urban Education

Identifiers: *Teacher Collaboration

Record - 330

DIALOG(R)File 1:ERIC
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ED365007 EC302632
Developing and Implementing a Program To Improve School Success for Minority Students.
Bigelow, Rita-Anne Z.
21 Mar 1993
46p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Virginia
Journal Announcement: RIEMAY94

This practicum was designed and implemented to reduce the underrepresentation of minority students in gifted programs, and to help minority students improve their academic achievement in Westmoreland County, Virginia. The practicum involved examining the gifted student nomination/identification process to see if instruments or procedures were culturally biased. Alternatives were implemented, the nomination/identification form was adapted to include an expanded case study approach, and gifted staff development on cultural diversity was conducted. Staff development focused on instructional systems that are recommended specifically when working with black students. Results of the practicum were positive--minority students receiving gifted services increased, a significant number of minority students improved their academic achievement, and teachers felt that staff development assisted them with classroom climate and instructional strategies. (Contains 45 references.) (JDD)

Descriptors: *Ability Identification; *Academic Achievement; *Black Students; Cultural Differences; Educational Diagnosis; Elementary School Students; *Gifted; *High Risk Students; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; Minority Groups; *Program Development; Program Implementation; Staff Development; Test Bias

Identifiers: Middle School Students; Westmoreland County School District VA

Record - 331

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED364984 EA025529
Developing and Implementing a Discipline Plan for Hawthorne High School.
Evanac, Diane M.
Mar 1993
115p.; Ed.D. Applied Research Project, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum paper describes a method for developing and implementing a student-discipline plan in a small, rural high

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school in north central Florida. The combined middle- and high-school is the poorest in the county. When corporal punishment was banned in the county and no alternatives were implemented, the number of suspensions increased. An analysis of discipline referrals and suspensions for 1989-1990 and 1990-91 revealed a large number of referrals for a small school and an increase in the number of out-of-school suspensions. A program was then implemented to increase parent, student, community, teacher, and administrator involvement in the formulation of discipline guidelines. Second, teacher guidelines for handling discipline problems were developed. The practicum intervention resulted in increased teacher involvement in the discipline process; greater communication between student and teacher, teacher and parent, and teacher and dean; increased parent participation; a reduction in the number of discipline referrals; and the introduction of an in-school detention program, which significantly decreased the number of out-of-school suspensions. Nine tables and three figures are included. Appendices contain the pre- and post-questionnaires and sample forms. (LMI)

Descriptors: Classroom Techniques; Discipline; •Discipline Policy; •Discipline Problems; High Schools; •In School Suspension; Parent Participation; Rural Education; •School Policy; Small Schools; Suspension

Identifiers: Alachua County School District FL

Record - 332

DIALOG(R)File 1:ERIC
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ED364891 CS214127

A Multiculturally-Responsive Tenth Grade English Curriculum Nurtures an Appreciation for Individual Differences by Immersing Students in the Lives of Others.

Alexander, Jayne
1993
71p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

The goal of a practicum was that high school students in non-academic 10th grade English classes would develop an understanding of and appreciation for cultural differences. The English teacher challenged herself, her peers, her students, and the general school population (a regional high school in a growing community in the northeastern United States) to become more knowledgeable and appreciative of many cultures by expanding her own knowledge of ethnic groups; creating a faculty reading club; developing a curriculum that responsibly presented ethnic groups in a relevant format; designing activities that provided opportunities for interaction with other cultural groups and for action on behalf of others; and providing programs for the larger student population. Expected outcomes were reached. Non-academic tenth-grade students did develop an understanding and appreciation for cultural differences. By participating in both school and class programs, students become more involved with and knowledgeable of the values and experiences of those whose roots were different from their own. In addition, they demonstrated a willingness and intention to respond to the crises of a culturally diverse group outside of their immediate circle of friends. (Forty-two references, a sample assessment instrument for cultural awareness, the volunteerism interview questions, and book selection criteria are attached.) (Author/RS)

Descriptors: •Cultural Awareness; Cultural Differences; Curriculum Development; •English Instruction; Grade 10; High Schools; •High School Students; •Multicultural Education

Identifiers: •Cultural Sensitivity

Record - 333

DIALOG(R)File 1:ERIC
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ED364793 CG025112

Improving Child Protection Services to Children under Ten Who Display Sexually Reactive Behaviors.

Verstraete, Patricia A.
1993
143p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to improve Child Protective Services in a western state to sexually reactive children under the age of 10 by targeting four areas of the service delivery system: screening, assessment, treatment, and foster care. A panel of agency staff from all service areas researched, designed, proposed, and implemented changes throughout the agency that affect sexually reactive children. Products of this practicum include a Screening Assessment, criteria for confirming a young perpetrator, a Treatment Options List, a curriculum outline for training foster parents, and the "Sexually Reactive Children and Child Protection Manual." The Risk Assessment and the criteria for identifying a young perpetrator have been adopted for state-wide use to standardize social casework practices across counties. The agency family therapist is developing a treatment group for low income sexually active children. The manual has been distributed throughout the state. Appendixes include: Preliminary Coursework Survey; standardized screening evaluation; risk assessment evaluation; treatment options

(cont. next page)

evaluation; foster parent program evaluation; resource survey; treatment options list and foster parent training outlines. (Author/NB)

Descriptors: *Child Abuse; Children; *Child Welfare; Counseling Techniques; Delivery Systems; Evaluation Methods; Foster Care; Human Services; Identification; Screening Tests; *Sexual Abuse; *Sexuality

Identifiers: *Child Protection

Record - 334

DIALOG(R)File 1:ERIC
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ED364790 CG025109

Improved School Attitude in Elementary School through Child Centered Hands-On Activities by Building Confidence & Self-Esteem.

Gilbertson, Bonnie L.
1993
51p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY94

This practicum was designed to assist the 25 students in one fifth-grade classroom where students projected a predominant feeling of not wanting to attend school and where many students, although all average to above average in intelligence, were not attaining consistent scores for achievement in relation to their potential. A 12-week program was developed and implemented for the classroom, consisting of 30-minute sessions. Hands-on activities were used to develop the students' knowledge, understanding and enhancement of their understanding of self and others, recognizing strengths and weaknesses, recognizing improving interests and abilities, communicating more effectively, learning the value of teamwork, and learning how to problem solve. Parents of the students were an integral part of the program, attending two evening sessions with their children. Each parent-child agenda lasted 2 hours and included parenting strategies in communication skills and discipline, plus tips on how to help their child succeed in school. Analysis of the charts and surveys completed showed that not one student's mathematics or reading final scores decreased and nearly one-half of the students increased their academic final scores. On the attendance chart, student attendance improved with only a few exceptions. Students changed their attitudes about school, exhibited a better rapport with peers, and the teachers responded favorably to the program. (Author/NB)

Descriptors: Attendance; *Attitude Change; Change Strategies ; *Elementary School Students; *Grade 5; Intermediate Grades; Intervention; Parent Student Relationship; *Self Esteem; *Student Attitudes

Identifiers: *Hands On Experience

Record - 335

DIALOG(R)File 1:ERIC
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ED364351 PS021930

The Design and Implementation of an Intergenerational Program at a Private Long-Term Healthcare Facility with On-Site Childcare.

Rosenberg, Marcia Kasper
1993
66p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

A practicum project addressed the problem of separation of generations. An intergenerational program was designed to provide elders at a long-term care facility and children at the on-site daycare center with opportunities to interact with one another for the social and emotional betterment of both groups. Participants in the program included 17 children and 30 elderly adults, 12 from the facility's adult daycare program and 18 facility residents. Daily interactions were either spontaneous, scheduled, or planned special events in a variety of settings including an intergenerational room as well as public areas of the nursing home and adult daycare center. Data were gathered from pre- and post-program surveys completed by the children's parents and the elders, and a post-program director's and administrator's survey. As projected at the beginning of the program, results indicated: (1) the program was beneficial to the children and the elders; (2) the children demonstrated a positive attitude toward the elders; (3) the elderly participants enjoyed the children and the intergenerational program; and (4) the program helped create a home-like, family atmosphere at the long-term care facility. Contains 56 references and examples of the survey instruments. (TJQ)

Descriptors: Adult Day Care; Day Care; *Intergenerational Programs; Long Term Care; Nursing Homes; *Older Adults; *Preschool Children; Preschool Education; Program Descriptions ; Program Development

Identifiers: *Intergenerational Relationship

Record - 336

DIALOG(R)File 1:ERIC
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ED364350 PS021923

Strengthening Teachers' Contact and Involvement with Parents through a Concentrated Program of Experiences and Activities.

Henderson, Rita McTyre

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1993
51p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

A practicum was designed to increase parents' participation in the education of their children by involving parents and teachers in a concentrated program of experiences and activities. The setting for the practicum was an elementary school for kindergarten through third grade, where teacher surveys, parent meetings, workshop attendance, and Parent Teacher Association membership lists provided evidence of little or limited parent involvement in the school. The practicum involved: (1) developing a monthly newsletter to strengthen communication between home and school; (2) developing teacher training programs which stressed effective conferencing and communication with parents; (3) publicizing parent meetings, workshops, and special school events on local radio and community newspapers; (4) creating the Parent Hall of Fame to recognize parents who made outstanding contributions to the school; (5) coordinating the work of parent volunteers and providing them with certificates and a special reception from school staff; and (6) providing parents with a friendly environment in which to volunteer their time, talents, and materials. An analysis of survey responses from parents and teachers, membership lists, and parent activity lists indicated that, after the practicum activities and experiences were completed, parent involvement had increased in classroom participation and attendance at parent meetings and workshops. Contains 32 references and the survey instruments. (Author/AC)

Descriptors: Elementary School Teachers; Information Dissemination; Outreach Programs; Parent Associations; Parent Attitudes; *Parent Participation; *Parent School Relationship; Primary Education; *Program Effectiveness

Record - 337

DIALOG(R)File 1:ERIC

ED364211 IR016387

Development and Implementation of a Program To Increase Electronic Mail between Fifth and Sixth Grade Students, Parents, and Teachers.

Burmeister, Marsha L.
1993
151p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

The problem addressed by the practicum was that students, parents, and teachers in the school district studied did not actively participate in electronic mail opportunities. The goal of the practicum was to increase involvement in electronic mail (e-mail) among fifth and sixth grade students, their teachers, and parents. A telecommunications booklet was developed and distributed to students, parents, and teachers throughout the implementation of the project; and an electronic bulletin board service (BBS) was set up and operated. Introductory workshops were presented to teachers; individual and small group inservice sessions were also presented including interactive online typing sessions. At the end of the implementation period, the BBS had 99 registered users, 64 of whom actively called the system. Of the active callers, 45 were students in fifth or sixth grade, 15 were teachers, and four were parents. A total of 366 e-mail messages were sent with 306 calls logged on the system. Analysis of results indicated that the participants in the project increased in their use of electronic mail. Eleven figures and one table present study findings, and 24 appendixes contain forms and instructions used in the study. (Contains 46 references.) (Author/SLD)

Descriptors: Access to Information; Computer Networks; *Electronic Mail; Elementary School Students; Elementary School Teachers; Grade 5; Grade 6; Information Dissemination; Inservice Teacher Education; Intermediate Grades; *Parent Participation; Practicums; Program Development; Program Implementation; *Student Participation; *Teacher Participation ; Technological Advancement; *Telecommunications; User Needs (Information); Workshops

Record - 338

DIALOG(R)File 1:ERIC

ED364191 IR016275

The Development and Implementation of a Five-Year Plan for the Integration of Computers throughout a Total School Curriculum.

Sharp, George F., Jr.
Oct 1992
273p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: DISSERTATION (040); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

This report describes the process used by the Hammonton (New Jersey) Public School District to develop and implement a plan to integrate computers into the K-12 curriculum. A 5-year plan was developed for the acquisition of hardware and software, a voluntary staff development program was implemented in

(cont. next page)

computer applications, integration and multimedia were provided for teachers in the district, and a community public relations program was designed to disseminate information. Five-year plans were unanimously adopted by the Board of Education for implementation during the 1991-92 school year. Several district initiatives that supported the acquisition of hardware and software included the establishment of a school-business partnership and the creation of an education foundation. All of the teachers participating in the staff development program integrated one or more components of computer applications into the classroom environment. Teacher knowledge, perception, and expectations with regard to computer technology and education improved during the implementation process. Finally, efforts to disseminate information to parents and other members of the community also promoted broad, conceptual understandings of the district's initiatives and resulted in improved public attitudes toward computer integration. Surveys on teacher perceptions of computer technology and other data are presented in eight statistical tables and nine figures. (Contains 33 references.) (Author/KRN)

Descriptors: *Computer Assisted Instruction; Computer Attitudes; Educational Planning; Elementary Secondary Education; Inservice Teacher Education; *Microcomputers; School Districts; Teacher Attitudes

Identifiers: New Jersey; Teacher Surveys; *Technology Plans

Record - 339

DIALOG(R)File 1:ERIC
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ED364101 FL021678
Assisting Secondary Limited English Proficient Students through the Implementation of Computer-Assisted Language Learning.
Jacoby, Sherry M.
25 May 1993
53p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

A study investigated the utility of computer-assisted English second language instruction for limited-English-proficient (LEP) secondary school students in a system in which there was no regular bilingual or compensatory education offered. As a result of a home language survey and followup oral language proficiency test, three LEP or non-English-speaking students were identified. All needed a medium for communication and self-expression. These students were provided with instruction in the use of a word processing program and encouraged to use the computer independently. It was found that after the 12-week program, students acquired word processing skills and learned to use the computer for daily written assignments for regular classes. Recommendations for followup include incorporating word processing into the regular classrooms, perhaps drawing on the LEP students' newly-acquired knowledge, establishing a better procedure for identifying and addressing the needs of LEP students, and providing inservice training for regular classroom teachers in dealing with LEP student needs. A 22-item bibliography is included, and appended materials include the home language survey, a language skills checklist for teachers, and a student survey of computer skills. (MSE)

Descriptors: *Computer Assisted Instruction; *English (Second Language); High Schools; High School Students; Instructional Effectiveness; Language Role; Language Skills; *Limited English Speaking; Second Language Instruction; Surveys; Tutorial Programs; *Word Processing; *Writing Exercises

Record - 340

DIALOG(R)File 1:ERIC
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ED364090 FL021652
Strategies To Increase the Language Proficiency of Third-Grade Haitian and Hispanic Limited English Proficient Students through a Second Language Program.
Bien-Aime, Joseph C.
1993
100p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR94

This study investigated the effectiveness of a variety of teaching techniques, including both standard English-as-a-Second-Language (ESL) methods and the teacher's own strategies, in improving the English language proficiency of 15 Haitian and 5 Hispanic third-graders. The students were administered oral and written pretests and found to be functioning in English at nonindependent levels. Instruction combined three distinct approaches (scientific, traditional, and direct) and used short stories, individual and group instruction, peer tutoring, flash cards, posters, textbooks with pictures, tape recordings, television viewing, a field trip, limited reading and writing experiences, and language experience charts. The students were instructed for 2 hours a day for 12 weeks. Posttests indicate that all of the students gained significantly in English language proficiency. Other teachers are encouraged to incorporate such techniques as peer tutoring, language experience charts, television, tape recordings, and field trips in both pull-out programs such as this and other ESL, bilingual, or special education classes. Schools are encouraged to offer generalized workshops for

(cont. next page)

teachers in similar methods. (MSE)

Descriptors: Achievement Gains; Audiovisual Aids; Classroom Techniques; Elementary School Students; *English (Second Language); Field Trips; Grade 3; *Haitians; *Hispanic Americans; Individualized Instruction; Instructional Effectiveness; Instructional Improvement; Instructional Materials; Language Experience Approach; *Language Proficiency ; *Limited English Speaking; Peer Teaching; Primary Education; *Second Language Programs; Spanish Speaking; Tape Recordings; Teaching Methods; Television

Identifiers: Hispanic American Students

Record - 341

DIALOG(R)File 1:ERIC
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ED363492 RC019396

Development and Implementation of Managerial Strategies Designed To Retain Displaced Migrant Support Personnel into Newly Defined Job Assignments.

Leidner, Henry Robert
1993
84p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

Due to changes in agriculture and the resulting decline in numbers of migrant families, many migrant programs must redefine job responsibilities and retrain and reassign migrant support personnel. This practicum was aimed at retraining migrant educational and health support personnel in the job skills necessary to move into available Chapter 1 Basic home-school liaison positions. A preliminary study documented the school district's decline in number of eligible migrant students and estimated the consequent loss of federal aid. A job skills inventory determined the skills necessary for the home-school liaison position. A review of the literature examined rationales and strategies for midcareer retraining. Displaced personnel attended workshops and skill development sessions, held on the job and after hours. Current migrant funds financed the retraining; migrant and Chapter 1 Basic funds were comingled since the newly trained liaisons would provide services to both migrant and Chapter 1 students and their families. Written procedures were developed for the retraining process. Currently employed Chapter 1 resource teachers were assigned as mentors and peer coaches for the trainees. The newly trained liaisons conducted a self-esteem workshop for migrant and Chapter 1 parents. Positive project evaluations were received from the trainees, their mentors, and parents. This paper contains 40 references, parent questionnaires, participant attitude surveys, and competency checklists completed by mentors. (SV)

Descriptors: Compensatory Education; *Dislocated Workers; Elementary Secondary Education; Mentors; Migrant Education; *Migrant Programs; *Paraprofessional School Personnel; *Personnel Management; Practicums; *Retraining

Identifiers: Peer Coaching; *Program Modification

Record - 342

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED363485 RC019370

Meeting the Dental Hygiene Needs of Elementary Hispanic Migrant Students through Supplemental Health Instruction and Services in a Community Setting.

Ramnarine, Carol Anne
1993
47p.; Ed.D. Practicum, Nova University. Appendix C (county regional newsletter) not included.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEMAR94

This report describes and evaluates a program to improve the dental health of Hispanic migrant children in a Los Angles County school district. Difficulties in providing dental health care to this population included the high cost of dental care, limited access to dental services, poor nutrition, and lack of parental involvement. The 3-month program consisted of community awareness activities, dental screening of 134 migrant students, recruitment of 3 local dentists to accept state medical assistance payments, recruitment of parents to participate in dental health education, selection and development of bilingual dental hygiene education materials for elementary migrant students and their parents, and treatment arrangements for students with urgent dental care needs. Program outcomes indicate that 47 children who consistently participated in dental hygiene instruction did not develop additional cavities. Children whose parents were active in the program were consistent in dental hygiene practices and showed improved dental health. Although 15 children with urgent dental care needs received treatment, an additional 48 children still needed dental care at the end of the program. Although the program was successful in meeting most of its objectives, there is a need to increase long-term dental services, including preventive care, to low-income children. Appendices include parent permission form and dental screening form. (LP)

Descriptors: Community Involvement; *Dental Health; Elementary Education; Elementary School Students; *Health Education; Hispanic Americans; Hygiene; *Migrant Children; Migrant Education; *Migrant Health Services; Migrant Programs; *Parent Participation; Program Evaluation; School Health Services

(cont. next page)

Identifiers: *Access to Health Care; California (Los Angeles County)

Record - 343

DIALOG(R)File 1:ERIC
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ED363450 PS021929
Using the Head Start On-Site Program Review Instrument (OSPRI) To Train Principals in Developmentally Appropriate Classroom Practices.
Karas, Elizabeth A.
1993
46p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

This practicum was designed to help principals who supervise school district prekindergarten classes become more knowledgeable about developmentally appropriate educational practices by using the Head Start On-Site Program Review Instrument (OSPRI). Inservice training was designed and presented in three segments and included an independent follow-up activity which encouraged participants to apply learning. A total of 9 of the 21 school principals who supervise prekindergarten classes were familiarized with research about high-quality early childhood programs, with the local program configuration, with Head Start Education Performance Standards and developmentally appropriate classroom practices, and with the Head Start review instrument, the OSPRI. Qualitative data indicated that those principals who participated in the training showed increased knowledge about developmentally appropriate practices. Five appendixes provide copies of the prekindergarten administrator's inservice evaluation form, the objectives and agenda of the three inservice training sessions, and samples of the principals' responses on the inservice evaluation forms. (MDM)

Descriptors: *Administrator Responsibility; Federal Regulation; *Inservice Education; Preschool Education; *Principals; Program Effectiveness

Identifiers: *Developmentally Appropriate Programs; Project Head Start

Record - 344

DIALOG(R)File 1:ERIC
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ED363421 PS021821
Educating Parents on Developmentally Age-Appropriate Learning in Preschool.
Brown, Mitzi C.
Jun 1993
97p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAR94

This practicum paper reports on a project undertaken to enhance the knowledge of age-appropriate learning for parents of 3-year-old preschoolers. The project implemented a variety of techniques and strategies to improve parent knowledge, including parent education classes, a monthly newsletter for parents that addressed current research on age-appropriate learning, and the creation of a parent support group. Results from surveys conducted immediately before and 12 weeks after the introduction of the program indicated that the project was successful in increasing parents' knowledge of age-appropriate activities and expectations for their preschool children. Appendixes provide: (1) copies of the parent survey; (2) results of the pre- and post-implementation survey; (3) copies of the parent newsletter; (4) a parent self-help checklist; (5) a list of child development characteristics; (6) a list of appropriate books for preschoolers; (7) a children's story, "Scat the Cat"; (8) tips for parents; (9) a list of reading and writing readiness skills; and (10) a copy of the parent support group questionnaire. Contains 24 references. (MDM)

Descriptors: *Day Care; *Parent Attitudes; *Parent Education ; *Parents; Parents as Teachers; *Parent School Relationship; *Preschool Children; Preschool Education; Questionnaires; Social Support Groups; Surveys

Identifiers: Age Appropriateness; *Developmentally Appropriate Programs; Parent Expectations

Record - 345

DIALOG(R)File 1:ERIC
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ED363416 PS021797
Increasing Job Satisfaction among Child Care Workers through the Training of First-Level Supervisors.
Bonsutto, Angelo
1993
127p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

The high, voluntary turnover of child and youth care staff at a residential treatment center was due primarily to low job satisfaction levels. Since the relationship between employees and supervisors directly affects job satisfaction, it was

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posited that a training intervention focusing on improving the employee support skills of first-level supervisors would reduce staff turnover. Three 3-hour training sessions were held for supervisory personnel. The sessions emphasized role playing, field assignments, peer review, positive reinforcement, and multiple evaluation techniques. Pre- and postevaluations were compared to determine the effect of the training program on supervisors, and the targeted child and youth care staff were surveyed both before and after the intervention to determine their level of job satisfaction. Before the intervention, 52% of staff surveyed said that they received little or no job satisfaction, whereas after the intervention only 20% said they received little or no job satisfaction. Overall job satisfaction rose considerably, and supervisory personnel improved their employee support skills. Nine appendixes provide copies of the following: (1) staff and supervisor survey forms; (2) survey results; (3) training implementation plan; (4) training materials, role playing scenarios, and field assignments; (5) training evaluation forms; and (6) pre- and postintervention results. Contains 57 references. (MDM)

Descriptors: Attitude Change; Employee Attitudes; *Employer Employee Relationship; *Job Satisfaction; *Labor Turnover; *Management Development; Residential Institutions; *Supervisors; *Supervisory Training; Surveys; Training Methods

Identifiers: Employee Attrition; *Supervisor Subordinate Relationship

Record - 346

DIALOG(R)File 1:ERIC
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ED363402 PS021624
Early Identification and Interventions for Elementary Students at Risk of Not Succeeding in School.
Yungmann, Janet
2 Apr 1993
109p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

This project described methods of early identification and implementation of various interventions used to increase achievement of students at risk in grades three, four, and five at John D. Floyd Elementary School in Spring Hill, Florida. The 51 children who qualified for and were enrolled in the dropout prevention program had achievement scores below national and state norms. Possible causes of the low achievement scores included poor attendance, retention, inconsistent time on task, inappropriate teaching strategies, large class size, inadequate material, nonsequenced curriculum, and unstructured computer instructional time. Individual education plans were designed for children and interventions included curriculum revision, specific teaching strategies related to individual needs, increased use of technology and manipulatives to reinforce instruction, positive reinforcement of lessons, consistent disciplinary practices with rewards, and guidance activities to develop self-image. After implementation of the program the achievement scores of the targeted students increased. Eleven appendixes provide copies of: (1) suggested criteria for identification of students; (2) additional criteria; (3) an alternative program statement of eligibility; (4) an opportunity matrix; (5) a parent current status survey; (6) a teacher survey; (7) a parent evaluation survey; (8) a dropout prevention program checklist; (9) a student behavior contract; (10) a program statement of eligibility; and (11) student assessment results. Contains 31 references. (MDM)

Descriptors: *Academic Achievement; Attendance; Class Size; Curriculum; *Dropout Prevention; *Early Intervention; Elementary Education; *Elementary School Students; *High Risk Students; *Identification; Questionnaires; Teaching Methods

Identifiers: Early Identification

Record - 347

DIALOG(R)File 1:ERIC
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ED363379 JC930516
Meeting the Diverse Learning Needs of Early Childhood Education College Students through a Self-Directed Learning Process.
Burgett, Maxine
1993
141p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEMAR94

In an attempt to better serve the diverse educational needs of both traditional and non-traditional college students, a self-directed learning process plan was implemented in two community college early childhood education classes. The process began with an informal introductory meeting between instructor and students, followed by individual student interviews conducted by the instructor during the following week. Additionally, students completed a questionnaire indicating their educational needs. Next, students established their educational objectives for the class, and each student designed a learning contract which was to serve as a guide for the semester. Once the contract was reviewed and approved by the instructor, students presented their contracts to the class. Both the instructor and the students completed weekly log entries which verified the design, implementation, and assessment steps of the self-directed learning process.

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Outcomes included the following: (1) of the 31 students who enrolled, 30 completed their contracts; (2) only 2 of the 31 students stated a preference for traditional learning modes while the self-directed process was preferred by 29; (3) all students reported that the process was useful in meeting their educational needs; and (4) 27 of the 31 students reported that the instructor served effectively as a facilitator. Appendixes contain course syllabi, questionnaires, interview questions, weekly log forms, and model learning contracts for the two courses. (MAB)

Descriptors: Community Colleges; *Early Childhood Education; Educational Needs; *Education Courses; Experimental Curriculum ; *Individualized Education Programs; Individualized Instruction; *Individual Needs; *Instructional Innovation; *Nontraditional Education; Nontraditional Students; Teacher Education; Teacher Education Programs; Two Year Colleges; Two Year College Students

Record - 348

DIALOG(R)File 1:ERIC
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ED363371 JC930500
Developing an Efficient and Effective Admission Criteria That Reduce Faculty Time and Complaints To Administer.
McKenna, Donna
1993
73p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

A project was undertaken to reduce the amount of time required to screen first year students into an oversubscribed early childhood education program at a multicampus community college in Ontario, Canada, and to reduce faculty complaints concerning the procedure. The original process consisted of applicant questionnaires scored by faculty and lengthy interviews between candidates and faculty members. Following a review of the literature and a survey of faculty, a new procedure was developed which eliminated the interview, screening students instead by the following five criteria: (1) previous academic performance, determined by English grades and averages of all other marks from grade 12 on; (2) a personal statement by applicants describing their life experience, motivation for working with children, personal qualities and attributes, and examples of initiative; (3) a standardized test measuring applicants' reading and writing ability; (4) attendance at a mandatory information meeting to report on a visit to a child care center; and (5) references from two people familiar with the students' work with young children. Implementation of the new system resulted in reduced faculty workloads, with the procedures requiring an average of 17 minutes per student, compared to 60 minutes previously. In addition, all faculty reported that the system was much improved in terms of time required, although some questioned the effect on the quality of students. Sample forms are appended. (Contains 50 references.) (MAB)

Descriptors: Academic Achievement; *Academic Standards; *Admission Criteria; *College Admission; College Applicants; Community Colleges; Early Childhood Education; Faculty Workload; Foreign Countries; Program Development; *Program Improvement; Questionnaires; *Selective Admission; Teacher Attitudes; *Teacher Education Programs; Two Year Colleges; Two Year College Students

Identifiers: Ontario

Record - 349

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED363361 JC930484
The Development of a Black Student Recruitment Program at Jackson State Community College.
Williams, Fred D.
Aug 1993
77p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Tennessee
Journal Announcement: RIEMAR94

Jackson State Community College (JSCC) is a state supported institution in rural West Tennessee under federal mandate to increase the proportion of black enrollments to reflect the proportion of blacks in the college's service area. In response to this mandate and to declining enrollments in general, a project was undertaken to develop a recruitment plan that would increase the number and percentage of black students in the student body. First, literature reviews were conducted on barriers faced by blacks entering higher education, existing recruitment strategies at other institutions, and national trends in minority enrollments. In addition, discussions were held with JSCC admissions staff and a set of short- and long-term enrollment goals were established for black students at the college. From these activities, recommendations for a recruitment strategy at JSCC were developed, emphasizing the importance of support for the plan at the highest levels and the creation of a positive "campus climate" for an effective recruitment program. It was also recommended that strategies be included to increase the available pool of prospective students and at least one staff position be established to coordinate black student recruitment and related activities. Finally, financial aid packages were recommended which de-emphasize loans in paying for college. Appendixes include enrollment data, survey

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instruments, and the student recruitment plan. (Contains 25 references.) (MAB)

Descriptors: Access to Education; Admission (School); *Black Students; Community Colleges; Enrollment Trends; *Minority Groups; *Program Development; Racial Composition; School Holding Power; Student Financial Aid; Student Mobility; Student Needs; *Student Recruitment; Two Year Colleges; Two Year College Students

Identifiers: *Jackson State Community College TN

Record - 350

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED363135 FL021617
Using Diverse Texts To Improve the Reading Proficiency of High School Students of French.
Pulliam, Brenda J.
1993
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

A study investigated the use of varied reading materials to improve French second-language reading skills, found to be unacceptably low at the second-year level. Subjects were 30 high school students of second-year French. A pretest of reading skills and a language and reading attitude survey were administered to the students. Subsequently, a 30-week unit of reading instruction was taught. The unit used diverse texts, including short stories, songs, menus, recipes, advertisements, and cartoons. A survey, individual activities, and a posttest measured outcomes. Students demonstrated improvement in the following areas: reading in French with satisfaction and ease; retelling stories; listing vocabulary words by free association; comprehending main ideas and key details; using context clues to make logical guesses about word meanings; using visual clues to respond to statements in French; and creating a visual based on a description written in French. Results suggest that the method used was effective in improving reading skills and attitudes. The reading attitude survey, a general reading comprehension test, and a pre/posttest of one passage are appended. Contains 59 references. (MSE)

Descriptors: Context Clues; *French; High Schools; High School Students; Instructional Materials; *Media Selection; Reading Comprehension; *Reading Instruction; *Reading Materials; Reading Skills; Second Language Instruction; Second Language Learning; Skill Development; Student Attitudes; *Student Motivation; Surveys; Tests; Visual Aids; Vocabulary Development

Identifiers: *Authentic Materials

Record - 351

DIALOG(R)File 1:ERIC
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ED363123 FL021587
Improving Comprehension and Reading Vocabulary in First Grade English Speakers of Other Languages.
Sanchez, Esther
Jun 1993
78p.; Masters Thesis, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

This report describes various strategies which were implemented to increase reading vocabulary and comprehension on consistently below average test scores of first grade students. A targeted group of 25 students were selected for this process. The objectives included increasing comprehension and reading vocabulary, developing a more positive attitude toward reading, and utilizing critical thinking to increase cognitive skills. The targeted group did not show the expected increase in reading comprehension and vocabulary. Yet, there was a substantial increase in their scores. Post test scores indicated that there was an increase in motivation and in a more positive attitude toward reading. Participation in class discussion utilizing higher order questioning was increased. Methods implemented in this study could facilitate an increase in comprehension and reading vocabulary. Appendices include testing instruments, student data, and graphic analysis of progress. (Contains 21 references.) (Author)

Descriptors: Critical Thinking; Elementary School Students; *English (Second Language); Grade 1; Hispanic Americans; Primary Education; *Reading Comprehension; Scores; Student Attitudes; Student Motivation; Testing; *Vocabulary Development

Record - 352

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED363002 EA025384
Partnership for Progress: Development and Implementation of a Framework for Increasing Partnerships between Business and School Districts.
Reid, Mark E.
1992
129p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)

(cont. next page)

Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94.

This document describes a practicum that developed and implemented a framework for increasing partnerships among business, industry, labor, and school districts. Implemented in a large, ethnically diverse district, the practicum sought to achieve the following objectives: (1) develop a comprehensive framework for forming partnerships; (2) increase training opportunities for students; (3) increase the number of apprenticeship relationships by at least 10 percent at all grade levels; (4) increase the financial and human resources contributed by business to the district by at least $10,000; (5) develop adult literacy programs; and (6) develop career path programs at the secondary level. The author acquired governing board approval for a board policy designed to encourage business-school district partnerships; established a task force on business partnerships; developed a time line for the partnership proposal; compiled a list of businesses within the district; developed and implemented a series of staff development activities, supported the development and implementation of a series of courses designed to support local business; compiled a list of partnerships at the beginning and end of the practicum; and developed and implemented a monitoring and evaluation system. Overall, the number of partnerships increased by 115 percent, and the project met or exceeded most of its objectives. Recommendations are made to devote sufficient funds and staff time to both development and ongoing evaluation; research local issues and task force training before implementation; provide inservice programs to all levels of district staff; create long-range goals; receive continuing input from local business; provide mutual benefits; and develop partnerships in conjunction with career clusters and paths. Nine tables are included. Appendices contain meeting agendas, a description of a career plan cluster, a "Business Partnership Satisfaction Survey," and a staff development presentation. (Contains 58 references.) (LMI)

Descriptors: •Business Responsibility; •Cooperative Programs ; •Corporate Support; Educational Cooperation; Education Work Relationship; Elementary Secondary Education; •Partnerships in Education; •School Business Relationship; •Work Experience Programs

Record - 353

DIALOG(R)File 1:ERIC

ED362999 EA025374
School Age Center Connections: Site-Based Management Strategies for Implementation of Quality Programs.
Willis, Dahna R.
Oct 1993
75p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type:, PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

This paper describes the outcomes of a practicum that initiated site-based-management strategies to support the consistent implementation of a quality school-age child-care program. Implemented at a multisite child-care center, the program sought to enhance staff members' job satisfaction and maximize their opportunities for professional growth and development. Program activities included scheduling based on individual staff availability and constraints; reimbursement for preparation time and ongoing training activities; increased participative decision making; improved organizational communication; regular feedback, coaching, recognition, and affirmation; and a cooperative network coalition. The program was evaluated by pre- and post- staff questionnaires, documentation of staff attendance at professional-development activities, and analysis of staff's journal entries. Findings indicate that working together as site teams produced increased job satisfaction and enhanced overall program quality. Recommendations are made to: (1) prioritize need assessment within each program component and within the context of individual program locations; (2) clearly define the program's goals and provide participants with autonomy to achieve those goals; and (3) conduct periodic formative and summative evaluations. Appendices contain evaluation forms, checklists, staff training records and calendar, the program objectives, and the implementation plan. (LMI)

Descriptors: •Collegiality; Cooperative Planning; •Day Care; Elementary Education; •Needs Assessment; •Organizational Climate; Organizational Communication; Professional Development; Program Evaluation; •Staff Development

Record - 354

DIALOG(R)File 1:ERIC

ED362902 CS214088
Cultivating Writing in the Primary Grades by Developing Holistic and Reflective Teaching Strategies for Pre-Service Teachers.
Levin, Jill
1993
107p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

A practicum was developed to empower pre-service teachers to become more confident in their attempts to motivate and encourage young children to write. Emphasis was placed on the

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use of holistic philosophies relating to writing, in contrast to more conventional methodologies. Student participants included junior teacher candidates enrolled in primary grade level reading methods courses and senior special education student teachers. Collaboration between course instructors was required. The practicum writer administered pre/post surveys and questionnaires related to familiarity with holistic writing strategies and which enabled students to reflect on attitudes about writing; required students to prepare and teach lessons which incorporate journal writing, invented spelling, book-making, and self-selected activities; created a special needs/instructional adaptation section on lesson plans; observed methods students and special education student teachers in fieldwork; arranged oral presentations for students to partake in cooperative efforts; and prepared a handbook of writing ideas to be used as a course supplement. Results indicated that teacher candidates demonstrated ability to reflect on past attitudes about writing in order to develop changes in classroom practices. Post-surveys/questionnaires revealed a substantial increase in familiarity with holistic writing strategies and an increased awareness of the needs of the exceptional child. Data indicated a positive carry-over of concepts from junior level reading methods courses to senior level student teaching seminars. (One figure of data is included; survey instruments, the lesson plan format, evaluation forms, and a handbook entry form are attached. Contains 83 references.) (Author/RS)

Descriptors: Higher Education; *Holistic Approach; Preservice Teacher Education; Primary Education; Student Motivation; *Teacher Attitudes; Writing (Composition); Writing Attitudes; *Writing Instruction

Identifiers: *Reflective Teaching; *Teacher Empowerment

Record - 355

DIALOG(R)File 1:ERIC

ED362901 CS214087

Strengthening Adolescent Identity Formation through Development and Presentation of Family Literary Document .

McLellan, Francis R.
1993
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

A practicum was designed to improve a high school sophomore curriculum in traditional English rhetoric and the study of literary classics by adding a component to strengthen adolescent identity formation. Students were encouraged to generate and present family literary documents including varieties of familial cultural artifacts. Portfolios, simulations and presentations constituted palpable measures of emergent awareness of commonalities among groups and within the class. Using lessons published by experienced teachers in professional journals, students drew maps of points of family interest; wrote autobiographies, self-reports, and journal essays; invented coats of arms; created histories and scenarios of important family events; compiled family trees; and wrote and published essays in defense or in celebration of larger group/familial memberships. Through literary materials, students discovered enlarged self-identity and a base of support. Twenty-one students received payment for publishing articles in a newspaper with a circulation of 100,000. An enlarged concept of the familial was used to mitigate the effects of possible family dysfunctionality as students came to associate ethnicity, multiculturalism and peer group memberships with literacy and a positive cultural imaging process. Students experienced community building through shared literacy projects. Significant experiences of positive bondings dramatically enhanced students' powers of reflection, self-acceptance, respect for diversity, and media self-expression. Cross-curriculum experiences included art, historiography, graphics, critical thinking, speech and drama, ethnography, rhetoric, computer technology, music and cooperative learning. (Four color charts of data, and nine brightly colored student-developed coats of arms are appended. Contains 25 references.) (Author/RS)

Descriptors: Adolescents; *English Instruction; *Family Characteristics; *Family History; High Schools; High School Students; Instructional Effectiveness; Integrated Activities; Self Concept; Units of Study

Identifiers: High School Sophomores; *Identity Formation

Record - 356

DIALOG(R)File 1:ERIC

ED362852 CS011448

Developing and Sustaining Early Literacy Experiences for Prekindergarten Children through a Systematic Program of Home/School Involvement.

Ullery, Laurie V.
1993
107p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

The practicum reported here was designed to provide prekindergarten students from low socioeconomic families with successful early literacy experiences at home and in school. Emergent literacy training for school staff members and six structured parent/child workshops were designed to support the developing literacy of four-year-olds. Books and activities were circulated regularly. Computers and software were

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identified to support child centered literacy development at school. Seven solution strategies to support the training of teachers and parents were developed so that young learners would be immersed in a literate environment both at home and in preschool. Analysis of the data revealed that prekindergarten teachers increased their knowledge of emergent literacy development after three staff development sessions. A team approach was successful in planning for and delivering parent training. Parents increased their use of literacy materials at home and also increased their knowledge of and willingness to participate in their child's literacy development by attending structured training sessions and reading aloud regularly to their children. (Four tables of data are included; survey instruments, sample parents' evaluations, a list of software ordered, the emergent literacy training agenda, a participant reaction summary, and a student generated computer sample are attached. Contains 44 references.) (Author/RS)

Descriptors: Computer Assisted Instruction; Inservice Teacher Education; *Literacy; Low Income; *Parent Participation; Preschool Children; Preschool Education; Reading Aloud to Others; *Staff Development; Workshops

Identifiers: *Emergent Literacy

Record - 357

DIALOG(R)File 1:ERIC
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ED362850 CS011444

BookTalks/Read Alouds, Special Programs, and Service Projects To Encourage Middle School Student Participation in the Library.

Crowther, Eleanor
1993
66p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: DISSERTATION (041); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

The practicum reported here was designed to increase middle school students' participation in and use of the school library programs and resources. BookTalks, Read Alouds, a special service project, and three all-school programs were accomplished in this independent school setting during a three-month period. Middle school students were encouraged to read more and the habit of reading was promoted. BookTalk and Read Aloud strategies combining a wide array of books and curious correlating objects were developed; coordinated BookTalks and Read Alouds were presented by the parent and visiting county librarian; weekly service projects of reading aloud by seventh graders to the kindergarten class were organized and supervised; and three all-school events were designed, arranged, and carried out with the assistance and cooperation of teachers and parents. Analysis of the circulation data revealed that students were apt to check out books that were reviewed or excerpted during the sessions. Overall, participating students showed an added interest in the featured books, and an enthusiasm for reading to the younger children while increasing their visits to the library. (A figure listing strategies to encourage reading, a figure listing middle school considerations for instructions, and a figure of data are included; four appendixes providing goals and objectives, the lesson plan format for BookTalks, calendar plans for BookTalks/Read Alouds, a general action plan for library programs, a discussion of special programs, and a calendar plan for the service project are attached.) (Author/RS)

Descriptors: Junior High Schools; *Junior High School Students; *Library Role; *Library Services; *Middle Schools; Motivation Techniques; Program Descriptions; Program Effectiveness; Reading Aloud to Others; Reading Habits; Student Participation

Identifiers: Book Talks; *Middle School Students; *Reading Motivation

Record - 358

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED362843 CS011437

Improving the Reading Scores of Students Who Fall below Grade Level Expectations.

Varcadipane, Vincent N.
Dec 1992
113p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

This report describes the process used by a small, one-building kindergarten-through-grade-six school district in New Jersey to improve the reading scores of students who had fallen below their current grade in reading. Areas of need included improving the reading scores of students in regular education, special education, and English-as-a-Second-Language programs. In addition, the need to increase incentive programs to help motivate students, increase teacher awareness of specific student deficiencies, and develop classroom techniques to help improve student reading ability were recognized. Three major strategies were employed: student incentive programs; peer tutoring of second-grade remedial students by sixth-grade students; and learning style identification along with individualized instruction within the classroom. An average student reading grade level equivalent gain of 0.83 was recorded for students tested from April 1990 to April 1991, while students tested from April

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1991 to April 1992 realized a gain of 0.8. Despite the positive reading grade equivalent score realized during that period, non-mastery deficiencies were unchanged and partial-mastery deficiencies increased by 45. Thirty-two of the 38 students tested in April 1990 and 22 of the 28 students tested in April 1991 received a final reading grade of C or above. An increase of 42% in students receiving recognition from 1990-1991 to 1991-1992 was realized for the combined implemented student incentive programs. Eight students showed no change, 12 students improved moderately, and 8 students improved greatly on teacher self-esteem appraisals. Twenty-eight tables and one figure of data are included; 20 references and 14 appendixes of data are attached. (Author/RS)

Descriptors: Elementary Education; Elementary School Students; *Instructional Effectiveness; Peer Teaching; Program Descriptions; Reading Ability; *Reading Achievement; *Reading Improvement; Student Motivation; Tutoring

Identifiers: New Jersey (Bergen County)

Record - 359

DIALOG(R)File 1:ERIC
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ED362817 CG025078

Using Cognitive Counseling To Provide Learning Disabled Students with Skills Necessary To Transition from High School to College.

Weiss, Ira
1993
114p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New York
Journal Announcement: RIEMAR94

The practicum reported here was designed to address the problem of a group of six college-bound 11th- and 12th-grade learning disabled students who attended a high school that did not have in place a program that would prepare them for the transition from secondary school to college. The intervention used cognitive techniques to raise the students' level of self-esteem while concurrently making the students and their parents aware of and knowledgeable about the many factors involved in the move to higher education and its impact on the student with a learning handicap. The intervention consisted of an 8-month, 32-session program of structured meetings, each dealing with a particular topic that both the literature and actual counseling experience indicated was important for a focus group to be knowledgeable about and sensitized to if the transition to the college community was to be successful. Each student's resource room teacher and parent or guardian met with the counselor on different occasions to give and receive feedback on the intervention. An evaluation of the practicum revealed that, with the exception of one of the students, each student's level of self-esteem increased as indicated on the Coopersmith Self-Esteem Inventory. Students, resource room teachers, and parents/guardians evaluated the intervention as being helpful and of significant worth to warrant its continuation beyond the time originally allocated for its tenure. (Sample forms and letters are appended.) (Author/NB)

Descriptors: *Cognitive Restructuring; *College Bound Students; *Counseling Techniques; Higher Education; High Schools; *High School Students; *Learning Disabilities; School Counseling; Self Esteem; Student Needs; Student Problems; *Transitional Programs

Record - 360

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ED362812 CG025073

Preservice Training in the Identification and Reporting of Child Abuse and Neglect, for College Students in Teacher Education and School Counseling Preparation Programs.

Anderson, Elizabeth
1993
188p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Washington
Journal Announcement: RIEMAR94

A practicum was designed to assist a private college in maintaining accreditation with the state of Washington in producing certified teachers with training in the identification and reporting of child abuse and neglect. Teachers and counselors are recognized as court mandated reporters of child abuse and neglect, but prior to the implementation of this practicum, no training in this area had been provided through the department of education at the college. A new state law went into effect during the implementation of the practicum requiring that all certifying teachers prove adjudicated coursework in child abuse and neglect. An approved syllabus was developed for an undergraduate course that included a substantial component on child abuse training, and for a graduate course specifically dealing with identifying and reporting child abuse and neglect within the school context. The courses were taught to undergraduate and graduate students. Analysis of pre- and post-tests revealed that, initially, graduate students in counseling were no better prepared to identify or report child abuse and neglect than were undergraduate education students. Both groups improved in understanding and skill during the course enrollment. Both groups were taught to fulfill their roles as court mandated reporters, and the teacher trainees met the new state requirements for certification by taking either course. Appendixes include the pretest/posttest, syllabi for the two courses, and a detailed discussion of test questions directed at specific practicum objectives. (Contains

(cont. next page)

41 references.) (NB)

Descriptors: *Child Abuse; *Child Neglect; *College Students; *Counselor Training; Course Evaluation; Course Objectives; Education Courses; Higher Education; Legal Responsibility; *Preservice Teacher Education; School Counseling

Record - 361

DIALOG(R)File 1:ERIC
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ED362811 CG025072

Develop and Implement a Preventive Substance Abuse Program for K-8 Pupils Utilizing a Supplementary Curriculum, Parent Ambassadors, Parent Handbook and Community Groups.

Rhone, Elvie
1993
141p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR94

A practicum was designed to increase the number of elementary pupils who would be able to identify legal and illegal substances and to make informed decisions in their daily lives. Secondary goals of the practicum were to increase the number of pupils who attained good school attendance and who exhibited good self-esteem, and to increase the number of parents and community organizations participating in school activities. A supplementary curriculum appropriate for the given population, a school handbook to publish the drug policy and school procedures, parent ambassadors, community collaboration, and classroom instruction were major program components. Parents served as change agents for the students; learned, planned, and served in the classroom with teachers; and attended inservices and learned to monitor the school grounds and become drug-free advocates in their communities. An evaluation of the practicum revealed that parent involvement improved significantly and the pupils were better able to identify factors related to substance abuse, make informed decisions, and make positive attitudinal changes. Additionally, teachers, parents, and the community formed partnerships. Parents became school advocates for a drug-free environment. Noted gains were made in student attendance. An unanticipated result was the redefined role of the counselor as a change agent. This role was demonstrated by the many informal counseling sessions that were needed to assist parents, teachers, and other participants in the program. The appendixes include survey forms and survey results. (Contains 49 references.) (NB)

Descriptors: Community Role; *Drug Education; Elementary Education; *Elementary School Students; *Parent Participation; *Prevention; *Substance Abuse

Record - 362

DIALOG(R)File 1:ERIC
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ED362808 CG025069

Increasing the Availability of Career Education Materials for High School Teachers through the Creation of a Career Resource Center.

Zalinsky, Sandra H. O.
1993
96p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEMAR94

A practicum project involved the establishment of a career resource center in one high school of [illegible] students to provide high school teachers with a wide variety of career education materials in a centralized location. Materials housed in the center were obtained from various sources: donations from local businesses, materials from workshops attended, materials from teachers and administrators, and purchased career education materials. The materials were catalogued and a listing of the materials in the center was made available to all the high school teachers. The teachers were then able to borrow materials to meet the curriculum and instructional needs of their students. An evaluation form on the usefulness of the center was designed and administered to the teachers. The evaluation revealed that 59 of the 100 teachers did borrow materials from the center; 43 of these teachers were repeat users of the career center. Teachers reported that they considered the center a useful resource. The most popular types of materials borrowed were individual college catalogues, career catalogues, and occupational/career pamphlets. Most of the materials borrowed were used on an individual basis requiring a written report/response from the students. Students also appeared to benefit from the establishment of the center. The practicum met all expectations in assisting graduating high school seniors in declaring a career direction. The resource center was well received by teachers and students alike. Appendixes include survey forms, assessment results, materials inventory form, and a categorized listing of available career education materials. (Contains 38 references.) (NB)

Descriptors: *Career Education; *Educational Resources; High Schools; *High School Students; *Instructional Materials; *Resource Centers; *Secondary School Teachers

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ED362807 CG025068

Moving Parenting Teenagers toward Self-Sufficiency through a Career Awareness Program.

Wise, Janet M.
1993
66p.; Ed.D Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Arizona
Journal Announcement: RIEMAR94

A practicum was developed to implement a career awareness program for pregnant and parenting teenagers as a part of a continuum of services provided to adolescents by a nonprofit agency. The overall goals of the program were to help participants become aware of their identity and ambitions, to assist them in setting educational and career goals, and to help them in developing an action plan for the attainment of these goals. The established curriculum "Career Choices" (Bingham and Stryker), was used, supplemented by other life-skills materials, two commercially-marketed test instruments, video presentations, and a guest speaker. The seminar was held weekly in the agency's offices; attendance fluctuated between 4 and 11 participants. Transportation and child care were provided through the involvement of volunteers and an informal supper was served each week. All participants completing the program successfully identified one or more areas of career interest and completed a Personal Action Plan meeting minimum standards. Goals set for employment of participants were met but those established for educational continuation fell somewhat short of expectations. The program was successful as a component of services to teenage parents; however, most participants required additional, sustained, and individualized support. The appendixes include a participant Personal Action Plan form and a supplementary questionnaire. (Contains 39 references.) (NB)

Descriptors: *Adolescents; *Career Awareness; *Early Parenthood; *Independent Living; Parents; Personal Autonomy; *Pregnancy

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Record - 364

DIALOG(R)File 1:ERIC

ED362806 CG025067

Improving the Negative Self-Concept of Sixth Grade Black Males through Group Intervention Techniques.

Slack, Clemontene
1993
73p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEMAR94

A practicum was designed to employ multiple intervention techniques in an effort to improve the negative self-concept of sixth-grade black male students who were involved in rampant acts of verbal and physical aggression that disrupted the flow of class activities. Peer facilitator training was provided for the boys. Other components of the program included mentors for daily class visitation; biweekly counseling sessions; a sixth-grade boys' club; letters to parents; and teacher in-service training in a violence prevention curriculum to be incorporated into the established science, mathematics, and social studies curricula. Sixteen sixth-grade boys were involved in the program. The results revealed that the boys' club was well attended; participants showed improvements in the happiness, satisfaction, and behavior items on the Piers-Harris Children's Self-Concept Scale. Fourteen of the 16 boys reported satisfaction with the experience of being a peer facilitator. Both sixth-grade teachers in the school gave positive ratings to the success of the program for improving the negative self-concept of sixth-grade black males through peer facilitation. There was a drop in referrals to either the counselor or the principal for the boys during the practicum implementation. Survey instruments and correspondence are appended. (Contains 39 references.) (NB)

Descriptors: Aggression; Attitude Change; *Black Students; Counseling Techniques; Elementary School Students; *Grade 6; *Group Counseling; Intermediate Grades; Intervention; *Males; Negative Attitudes; *Peer Teaching; *Self Concept; Youth Clubs

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Record - 365

DIALOG(R)File 1:ERIC

ED362803 CG025064

Coping with Multiple At-Risk Behaviors among Middle School Students through School and Systemic Interventions.

Hoover, Susan
Dec 1992
237p.; Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEMAR94

Inappropriate behaviors, family crises, medical traumas, and poor grades or previous grade retentions affected the potential academic achievement of sixth-grade students identified as at-risk by school staff. A two-fold intervention program was developed to help these students (N=59). First, support and cocurricular programs were expanded to encourage more student identification with and participation in school. School staff counseled students in small groups on a regular basis to offer academic and emotional support. Adult and peer

(cont. next page)

tutoring programs were established to support academic progress. Second, collaborative efforts with the local mental health center resulted in the Families and Neighborhood Schools project and a school-based adolescent counselor. This project offered student and family support through interagency referrals; integrated human services; individual and family clinical therapy; and multisystemic, voluntary student group counseling. The combination of school and clinical interventions addressed the needs of all students at this school, with approximately 350 of the school's 950 students participating in the group counseling program. The group of at-risk sixth graders met or exceeded the project's goals for attendance, academic achievement, and discipline. The group achieved 95.7% yearly attendance and a 2.06 grade point average. The group accumulated 11% of the school's days lost to in-school suspension and only 7% of the days lost to out-of-school suspension. (This document includes 25 tables and 16 appendices of relevant materials.) (NB)

Descriptors: Academic Achievement; *Coping; *Counseling Techniques; Elementary School Students; *Grade 6; *High Risk Students; Intermediate Grades; Intervention; Middle Schools; Program Effectiveness; School Role; *Student Behavior

Identifiers: *Middle School Students

Record - 366

DIALOG(R)File 1:ERIC
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ED362218 JC930423

Development of a Presentation for the Nevada State Board of Regents on Recruitment for Truckee Meadows Community College.

Kennedy, Debbie
Aug 1992
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Nevada
Journal Announcement: RIEFEB94

Truckee Meadows Community College (TMCC) is one of the four community colleges in the University of Nevada System (UNS) and, with over 10,000 students, is the second largest community college in the state. When first appointed in 1986, TMCC's new president established student recruitment as the top priority. Particular areas of concern were the decreasing enrollment of minority students in the UNS, the recruitment of nontraditional students, and outreach programs for women. As part of an effort to develop a comprehensive recruitment plan for TMCC that could be used as a model for other Nevada community colleges, the recruitment literature was reviewed. In addition, recruitment activities at TMCC were assessed by means of an activity log, a referral card, a time and task log for all recruitment activities, ongoing data collection, the maintenance of folders for all recruitment activities, the establishment of goals for the recruitment office, and meetings with appropriate administrators. Based on information collected, a document entitled "Recruitment: Challenge for the 1990s" was developed and subsequently presented to the Nevada State Board of Regents. Sample recruitment logs, recruitment goals for 1991-92, the recruitment report, and sample correspondence are appended. (Contains 14 references.) (PAA)

Descriptors: College Planning; Community Colleges; Data Collection; Enrollment; Governing Boards; Information Dissemination; Nontraditional Students; Progra Development; School Community Relationship; Student Characteristics; *Student Recruitment; Two Year Colleges; *Two Year College Students

Identifiers: *Truckee Meadows Community College NV

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DIALOG(R)File 1:ERIC
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ED362028 FL021489

Project Class Revisited: Continuing Connections for Success in the Adult ESOL Lab.

LaFlamme, Kathleen McCardell
Jan 1993
194p.; Practicum Report, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB94

A project undertaken at the Gene A. Whiddon Adult Center in Fort Lauderdale, Florida sought to prepare teachers, laboratory aides, and students for the introduction of new computer technology in a language laboratory, specifically for instruction in English as a Second Language. The project had three phases: (1) computer literacy instruction for ESL teachers and lab aides; (2) a supplementary series of inservice teacher workshops on adult learning, encouragement of student computer use, and assistance with teacher incorporation of new technology into instruction; and (3) production of a student manual, based on principles of adult learning and ESL instruction, to enable student use of the laboratory. The report describes the project and its implementation in detail, including specific objectives and results for each phase. Related institutional issues and instructional principles are also discussed. Analysis of the project's results indicates that all objectives were met or exceeded in each phase. Substantial appended materials include: a project timeline and objectives; pre- and posttests and skill checklists used for teacher workshops; evaluation forms; attendance data; statistical analyses; computer usage information; student survey results; and paperwork related to the project. (MSE)

Descriptors: Adult Education; *Adult Learning; *Computer

(cont. next page)

Assisted Instruction; •Computer Literacy; Educational Technology; •English (Second Language); Guides; •Inservice Teacher Education; •Language Laboratories; Language Teachers; Second Language Instruction; Teacher Aides; Technological Advancement

Record - 368

DIALOG(R)File 1:ERIC

ED361987 EC302458
Development and Implementation of Procedures for Identifying Black and Limited English Proficient Gifted Students.
Cowan, Ruth S.
Nov 1992
253p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC11 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIEFEB94

This practicum report describes an identification prototype used by a large metropolitan school district (Gwinnet County, Georgia) to identify giftedness in black and limited English speaking students. Underrepresentation of these groups in gifted programs is seen to result from: teacher reluctance to refer students from the target populations; the inappropriateness of conventional assessment measures for evaluating the intellectual ability of these students; and the problem of a narrow definition of giftedness mandated by state regulations. Five pilot schools across three instructional levels were used to evaluate the intervention. A three step solution strategy included: (1) staff development for classroom teachers; (2) an expanded evaluation sequence using nontraditional subjective and objective evaluation instruments; and (3) the use of multiple criteria for making gifted program placement recommendations. Implementation of the procedures reduced the underrepresentation of target populations in gifted programs in the five pilot schools. Forty-two appendices provide project details, assessment forms used in the gifted program, letters, data tables, and other supporting material. (Contains 46 references.) (DB)

Descriptors: •Ability Identification; •Black Students; Cultural Differences; Elementary School Students; Elementary Secondary Education; Eligibility; Evaluation Methods; •Gifted Disadvantaged; Inservice Teacher Education; •Limited English Speaking; Program Effectiveness; Secondary School Students; Staff Development; State Standards; •Student Evaluation; Student Placement; Urban Education
Identifiers: Gwinnet County School System GA

Record - 369

DIALOG(R)File 1:ERIC

ED361985 EC302456
Using Facilitated Communication To Improve Yes/No Responses in Elementary Age Non-Verbal Severely and Profoundly Mentally Handicapped Cerebral Palsied Students.
Barabash, Margaret K.
26 Jul 1993
83p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB94

This study evaluated the use of facilitated communication to improve basic communication skills with five nonverbal severely and profoundly mentally handicapped students (11 and 12 years old) with cerebral palsy. Subjects were trained in the use of facilitated communication and in activities that encouraged students to point to "yes" or "no" on a communication board. Mastery was measured by the number of correct yes/no responses shown during biweekly activities. Four of the five students mastered both communication objectives (pointing and choice making) and three students were using communication boards routinely at home. One student was using a communication board for more general communication purposes and appeared to have academic skills at about the fourth grade level. Facilitated communication is seen as a tool to unlock the capabilities of individuals assumed to be incapable of real communication. Appendices include a sample of dialog made possible through facilitated communication. (Contains 18 references.) (BD)

Descriptors: •Cerebral Palsy; •Communication Aids (for Disabled); •Communication Skills; Elementary School Students; Intermediate Grades; Nonverbal Communication; •Severe Mental Retardation; •Training Methods
Identifiers: •Facilitated Communication

Record - 370

DIALOG(R)File 1:ERIC

ED361742 CS214037
Developing a Sequential, Relevant Approach to Research Writing for High School Juniors and Seniors.
Kirkland, Nancy C.
1993
123p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB94

A practicum was developed to restructure 11th and 12th grade research modules, using a team planning approach to design and implement a sequential, developmental research program that would be relevant to the personal and academic goals of the students and produce high quality research products. This approach embedded the process of inquiry into the total English curriculum and emphasized to the students the essential nature of research to successful living. Objectives for grade levels were determined and media center access was maximized through the cooperation and collaboration of the school media specialists. Central to the successful progress of the program was the collecting and sharing of classroom activities and strategies designed to enhance student ownership of research findings and to augment fluency and voice in reporting. Tutorials were developed to assist students in utilizing available technology, not only for the searching stage, but also for the publishing of the reports. To address relevancy and application issues, teachers allowed more student choice in selecting life-related topics, encouraged the use of personal interviews and surveys, matched students with adult writing partners, and shared research findings with interested members of the community. The overall practicum outcome was positive. Eight of the 10 groups surveyed either met or exceeded the projected goals. Most students registered dramatic increases in their perceived ability to execute the research process and in their perceived confidence to publish a research report. (Thirty figures are included and six appendixes, including teacher and student surveys, are attached. Contains 30 references.) (Author/NKA)

Descriptors: Class Activities; Cooperative Planning; English Curriculum; Grade 11; Grade 12; High Schools; High School Seniors; High School Students; Research Papers (Students); *Research Skills; Skill Development; *Student Research; *Writing Assignments; *Writing for Publication

Identifiers: High School Juniors; Writing Contexts; Writing Development

Record - 371

DIALOG(R)File 1:ERIC
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ED361676 CS011412
Increasing Literacy by Improving Parent School Relationships.
Weitock, Theresa A.
1993
126p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB94

Designed to increase literacy by improving parent school relationships in an inner city elementary school in the southeastern United States, a practicum provided workshops for 45 teachers as well as parents of approximately 900 students. These teacher workshops were designed to encourage teachers to keep an open line of communication with the parents all through the year and to encourage teachers to contact parents for positive reasons as well as negative ones. Six parent-teacher-child workshops were given to teach parents and children how to work together. Modeling techniques as well as "hands on activities" were all part of the Parent Teachers Association and Parent Outreach Program. Sign-in sheets for parents, teachers, and children were provided and data were collected after each session. Checklists, questionnaires, and surveys developed for the practicum were used. Outcomes of this practicum were very encouraging; all of the objectives were achieved. Findings suggest that teacher workshops designed to help teachers reach out to parents should be an important part of the curriculum. (Thirteen tables of data and three figures are included; 27 references and 13 appendixes, including a parent survey form, outreach material, and workshop agendas are attached.) (Author/NH)

Descriptors: Inner City; Inservice Teacher Education; Intermediate Grades; Literacy; *Parent Participation; *Parent School Relationship; *Urban Education; Workshops

Identifiers: Communication Strategies; *Parent Needs; Parent Outreach Program; *Teacher Needs

Record - 372

DIALOG(R)File 1:ERIC
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ED361674 CS011409
Motivating Middle School Students To Increase Their Recreational Reading through Computers, Journal Writing and Reading Incentives.
Voorhees, P. Jean
1993
104p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB94

To address middle school students' lack of motivation for recreational reading, the practicum reported here integrated activities designed to improve student attitudes toward reading into a middle school reading program. A target group of 75 students in sixth and seventh grades grouped homogeneously in remedial, average, or enrichment classes participated in the study. The program focused on four key activities for increasing recreational reading in school: sustained silent reading, journal writing, computer activities, and reading incentives. The classroom library was

(cont. next page)

a focal point for students in self-selection of books during leisure time reading. Records of books read were logged in student journals as well as in the computer database. An after-school Reading Club was initiated and various other incentive programs were implemented. Outcomes were measured by comparison of student pre- and post-attitude surveys, teacher observation of books read and recorded, and participation in the reading club. Results indicated that students view reading as less important than other activities like watching television, listening to music, or participating in sports and hobbies. Nonetheless, students today are reading when able to choose what they read rather than what adults feel they should be reading. Eight appendixes of data and survey materials are attached. (Contains 32 references.) (Author/NKA)

Descriptors: *Class Activities; Elementary School Students; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Reading Attitudes; Reading Material Selection; Reading Programs; Reading Research; *Recreational Reading

Identifiers: Middle School Students; Parent Surveys; *Reading Motivation; Student Surveys

Record - 373

DIALOG(R)File 1:ERIC
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ED361495 CE064426

Identification and Analysis of Learning Preferences of Mentally Ill Adults in Rehabilitative Psychosocial Therapy at the Anderson Mental Health Center.

Newman, Michael K.
May 1993
67p.; Ed.D. Practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEFEB94

A study identified and analyzed the learning preferences of 17 seriously and chronically mentally ill adults participating in the rehabilitative psychosocial therapy program at the Toxaway Church Site of the Anderson Mental Health Center. Staff perceived as boring and unfocused the traditional treatment approach that relied mainly upon chemotherapy and recreational activities that were not individualized or designed to develop specific life management skills. Learning styles of the patients were tested and identified, and data were analyzed to determine individual and group learning needs. Data analysis indicated that chronically mentally ill adults did have unique learning strengths and weaknesses that could be identified. Twelve patients tested neutral on motivation to learn, two tested high, and three tested low. Sixty-five percent did not prefer to learn in a variety of ways; they had very specific ways that they preferred to learn. Eighty-eight percent preferred structured learning, 65 percent chose to learn with peers, and 76 percent preferred to have authority figures present while learning. Recommendations included testing of all patients in the rehabilitative psychosocial therapy program and development of a treatment program that used learning styles in a therapeutic educational approach. (Appendixes include 51 references, productivity environmental preference survey, individual profile, and learning preferences of the patients tested.) (Author/YLB)

Descriptors: *Adaptive Behavior (of Disabled); Adult Education; *Cognitive Style; Coping; Daily Living Skills; Educational Methods; Educational Research, Educational Theories; *Educational Therapy; Learning Strategies; *Mental Disorders; Mental Health Programs; *Rehabilitation Programs; Self Care Skills; *Social Adjustment

Identifiers: *Anderson Mental Health Center SC

Record - 374

DIALOG(R)File 1:ERIC
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ED361326 SP034729

Dimensions of Learning: A Model for Enhancing Student Thinking and Learning.

Tarleton, Deena
Aug 1992
241p.; Ed.D. research project, Nova University
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Colorado
Journal Announcement: RIEJAN94

This project examines the development of programs and strategies to help teachers include a variety of instructional behaviors that will, in turn, stimulate many kinds of student thinking. A voluntary group of teachers formed study teams to learn the Dimensions of Learning Model and implement strategies from the model in their classrooms. The first stage of the project was to assist the group in permanently changing their teaching behaviors. The second stage, reported in this document, was to assess the effect of the model's implementation on student thinking and learning. Several forms of assessment including videotaping, retention tests, questionnaires, application tests, and standardized tests were utilized. Results were compared with those of similar students in control groups who had not experienced strategies from the model or against preimplementation data from students in the experimental groups. In most cases, the experimental group achieved significantly better than the control group; in some cases no significant difference was shown; and in no case did the control group show better achievement. Twenty appendixes comprise approximately half the document. (Contains 34 references.) (LL)

Descriptors: *Academic Achievement; *Change Strategies;

(cont. next page)

Cognitive Development; Cognitive Measurement; Elementary Secondary Education; Higher Education; Learning Strategies; *Student Behavior; *Teacher Behavior; Teaching Methods; *Teaching Models; *Thinking Skills
Identifiers: Teacher Researchers

Record - 375

DIALOG(R)File 1:ERIC
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ED361229 SE053790
Establishing a Moscow-Florida Middle School Cross-Cultural Linkage for Global Environmental Collaboration.
Nix, Suzanne Dee
May 1993
118p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN94

To prepare students for the 21st century, students must be taught not only how to think, but also to think from a global perspective. As an extension of the Sister Schools Project of Dade County, Florida, this practicum centered on developing a Moscow-Florida, cross-cultural educational linkage between a school in Moscow, Russia, and a middle school in South Florida. Dealing with shared environmental concerns, Moscow and Florida teachers collaborated to develop curriculum resources, strategies, techniques and activities to identify common global environmental concerns and to find possible solutions to these concerns. A major joint identified concern was the effect of global ecological imbalance on human health and disease. Educators from both schools engaged students in the cognitive processing skills of critical and creative thinking and in exploring the affective areas of attitudes, feelings and values. After inservice training on the teaching strategies of critical thinking and creative thinking skills, Florida teachers demonstrated a 21 percent increase in the actual teaching of these skills. While unable to establish an on-line telecommunications system between the sister schools, the sharing of ongoing correspondence was accomplished through the conventional methods of letter writing, faxing, telephoning, and personal delivery from persons traveling between the two countries. The results of this sharing and research were videotaped in an Earth Summit simulation and a jointly produced newsletter which included results of community surveys, creative writings, cultural art, pen friend correspondence and research results. The significance of this practicum resulted in the implementation of a project among educators from two diverse cultures which demonstrates that mutual respect and understanding can be established by working on a common concern. Seventeen appendices include questionnaires and survey results. (Author/MDH)

Descriptors: Cognitive Processes; Creative Thinking; Critical Thinking; *Ecology; *Environmental Education; Futures (of Society); *Global Approach; *Intercultural Communication; International Cooperation; Junior High Schools; Junior High School Students; Learning Strategies; Middle Schools; *Problem Solving; Questionnaires; Secondary School Teachers; Student Attitudes
Identifiers: *Broward County Public Schools FL; Environmental Issues; Environmental Problems; Global Education ; Middle School Students; *Russia (Moscow)

Record - 376

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED360892 HE026625
The Development of Strategic Plans for Implementing Distance Education in Social Work Education.
Conklin, John J.
Jun 1993
197p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEJAN94

This research project developed two strategic plans for distance education in social work. The project involved use of a developmental problem-solving methodology, creation of a conceptual framework thorough a literature search, visits to sites that use distance education, consultations with experts, and attendance at local and national conferences. In addition the project resulted in the initiation of a pilot training program at the University of Connecticut (UCONN) School of Social Work which included lectures and development of a technology and a 15-minute videotape. Administration of an effectiveness questionnaire with 57 students indicated a positive response to the UCONN program. A questionnaire responded to by 96 directors of field education in Canada and the United States indicated that not many schools of social work are currently using distance education though some social agencies are beginning to use distance education. Overall the project concluded that distance education can enhance social work education, that it is already being used by other professions, that it has no geographic, physical or temporal limitations, and that it can be used to restructure social work education. Appendixes contain the UCONN plan, the student questionnaire, and information on curriculum and teaching, costs, and evaluation. Contains more than 200 references. (JB)

Descriptors: Administrator Attitudes; Adult Education; *Curriculum Design; *Distance Education; Graduate Study; Higher Education; Institutional Characteristics; Library Research; Masters Degrees; *Pilot Projects, Professional

(cont. next page)

Education; Program Development; *Social Work

Record - 377

DIALOG(R)File 1:ERIC

ED360887 HE026619
A Comparison of Learning Styles between Asian and American Seminary Students. Research Methodology.
Algee, Alan; Bowers, Winefred
Jul 1993
34p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Missouri
Journal Announcement: RIEJAN94

This study examined learning style differences between Asian and American seminary students at two post-baccalaureate, Assembly of God seminaries. The study randomly selected 100 students from the Asia Pacific Theological Seminary (APTS) in Baguio, Philippines and the Assembly of God Theological Seminary (AGTS) in the United States of whom 24 from each institution responded. Students revealed their learning styles through the Kolb Learning Style Inventory which classifies learners as divergers, assimilators, convergers, and accommodators. The sample population also supplied information on sex, age, years of college, and nationality in order to examine whether these variables were related to learning style variations. Results of the study, though limited due to low response rate and not statistically significant, indicated that American and Asian seminary students did vary somewhat in their predominate styles of learning. Other variables also appeared related to Kolb's four styles of learning. Seminary professors can possible expect students in an Asian seminary to be more often divergers while students in an American seminary are more often assimilators. Variations due to sex, age, and years in college occur in both locations. Appendixes contain copies of correspondence and a questionnaire. Contains 31 references. (JB)

Descriptors: Age; *Church Related Colleges; *Cognitive Style ; Comparative Analysis; Comparative Education; *Cultural Differences; Educational Background; Foreign Countries; *Graduate Students; Graduate Study; Higher Education; Sex Differences; Theological Education

Identifiers: *Asian Students; Learning Style Inventory; *Theology Students

Record - 378

DIALOG(R)File 1:ERIC

ED360802 EC302384
The Development and Implementation of a Group Social Skills Program for Emotionally Disturbed Children in a Special Education School.
Roy, George W.
22 Mar 1993
60p.; Master's Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN94

A program was developed to address the needs of 20 day students with emotional and behavioral disturbances, who had been expelled from other special school programs. A small group format was used to teach and to practice fundamental social skills necessary for coping with the classroom environment. Groups of three children were formed on the basis of similar developmental levels and social compatibility. Each group received 10 hours of instruction, focusing on identifying feelings in self and others, understanding feelings, expressing feelings, and managing such feelings as anger and frustration. In addition, all of the school staff were trained in the curriculum content so they could assist with generalization from the program back to the home classroom. Twenty-three of 25 special educators endorsed the continuation of the intervention program beyond its pilot stage. (Contains 14 references and a bibliography of approximately 50 items.) (JDD)

Descriptors: *Behavior Disorders; *Classroom Environment; Curriculum; Day Programs; Elementary School Students; Elementary Secondary Education; *Emotional Disturbances; Emotional Experience; Generalization; *Interpersonal Competence; *Intervention; Program Development; Secondary School Students; Small Group Instruction

Record - 379

DIALOG(R)File 1:ERIC

ED360726 EA025176
Reducing Discipline Referrals and Improving Student Satisfaction through the Implementation of Middle School Practices at Ramey School.
Hinman, Elaine B.
Aug 1992
149p.; Ed.D. Major Applied Research Project Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Puerto Rico
Journal Announcement: RIEJAN94

This major applied research project report describes the implementation of a program for grades 6-8 at an English

(cont. next page)

language middle school in the Antilles Consolidated School System in Puerto Rico. The Ramey School students are the dependents of transient, active-duty military personnel, or civilian federal employees. The program sought to reduce student discipline referrals and suspensions and to improve student satisfaction. Other targets for improvement included students' standardized test scores, teacher use of cooperative learning groups in the classroom, and teachers' perceptions about the program's effectiveness. Program outcomes were evaluated by a review of student discipline referrals and suspensions, administration of student and teacher satisfaction surveys, and analysis of student achievement test scores. The following middle-school practices were implemented: block scheduling, exploratory classes, teacher teams, an advisor-advisee program, inservice training, and a student activities program. All targeted areas demonstrated improvement, showing a decline in discipline referrals and suspensions, improved student satisfaction, improved teacher attitudes toward the program's effectiveness, and increased teacher use of cooperative learning groups and teaming activities. Sixteen tables are included. Appendices contain copies of the surveys, descriptions of program activities, correspondence, and minutes from meetings. (LMI)

Descriptors: Cooperative Learning; Discipline; *Discipline Policy; Discipline Problems; *Faculty Development; Intermediate Grades; Junior High Schools; Junior High School Students; *Middle Schools; Student Attitudes; Suspension; Teacher Attitudes; *Team Training

Identifiers: Antilles Consolidated School System PR; Middle School Students; *Puerto Rico

Record - 380

DIALOG(R)File 1:ERIC
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ED360681 EA025090
Helping School Districts Develop Programs for Fulfilling the Educational Needs of Homeless Children.
Brown, Harry T., Jr.
Jun 1993
94p.; M.S. practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN94

Three objectives were developed to help school districts deliver effective educational services to homeless children at two suburban elementary schools in Pinellas County, Florida. The strategies included an individualized tutorial approach to increase daily school attendance among targeted homeless children, a teacher inservice training program and manual to sensitize school personnel to the problems involved in educating homeless children, and a homeless project-services pamphlet distributed to social-services providers to facilitate communication with schools. Project-evaluation tools included: (1) school-attendance records for targeted homeless children (revealing that 91 percent increased daily attendance); (2) pre- and post-test results of teacher inservice training (showing participants' substantially increased knowledge about homeless children's unique problems); (3) a training manual for school and community personnel working with homeless children that enhanced teacher inservice training; and (4) a pamphlet identifying services available to homeless children and their families. Besides helping to increase student attendance, the tutorials succeeded in communicating a sense of self-worth and personal importance. Appendices include the project's inservice training pretest and posttest, the inservice training manual, and the pamphlet identifying available homeless services. (Contains 17 references.) (MLH)

Descriptors: Agency Cooperation; *Attendance; Cooperative Programs; Delivery Systems; *Educational Needs; Elementary Education; Elementary School Students; *Homeless People; Inservice Education; *Program Development; Program Evaluation; *School Districts; Self Esteem; Social Agencies; Suburban Schools; *Tutors

Identifiers: *Pinellas County School System FL

Record - 381

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED360543 CE064327
Validation, Revision, and Evaluation of a Clinical Experience Using Ambulatory Care Facilities as Learning Sites for Student Nurses.
Gregory, Faye M.
Mar 1993
308p.; Major applied research project, Nova University.
EDRS Price - MF01/PC13 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; California
Journal Announcement: RIEJAN94

A study confirmed the need for an ambulatory nursing experience as part of the vocational nursing (VN) program at the Long Beach City College (LBCC). Information on which to base the revision of the ambulatory care (AC) experience was obtained from a literature review and interviews with the following: AC administrators, California Board of Vocational Nurse and Psychiatric Technician Examiners, VN faculty, students who had completed the AC experience, staff of AC facilities, and California VN directors. The structure of the program was analyzed and modified to support an AC experience by amending the VN program philosophy and reclassifying the taxonomy of nursing diagnosis. Content was revised by synthesizing and integrating information from the literature

(cont. next page)

review. The universal self-care deficits from Orem's Self-Care Deficit Theory of Nursing were used as the organizing principle to rearrange the six AC learning tools. The use of the five-step nursing process for vocational nurses was explored and validated. After revision, LBCC faculty and the AC agency administrators evaluated the experience, measuring it against Tyler's (1949) four fundamental curriculum development questions. An evaluation plan was developed from the literature on outcome assessment. (Appendixes include 246 references, interview outlines, evaluation results, LBCC curriculum structure documents, and student learning tools.) (YLB)

Descriptors: Allied Health Occupations Education; *Clinical Experience; Clinics; *Curriculum Development; Curriculum Evaluation; Educational Research; Evaluation Methods; Health Facilities; Nurses; Nursing Education; *Practical Nursing; *Program Development; Program Evaluation; Student Experience; Two Year Colleges; *Validated Programs; Validity

Identifiers: *Ambulatory Health Care Facilities; Long Beach City College CA

Record - 382

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED359676 EC302022

Menu Strategy for Improving School Behavior of Severely Emotionally Disturbed Students.

Crosby, Judith C.
1 Dec 1992
81p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

This practicum report describes a 12-week project to decrease truancy and improve motivation and academic performance of three students (ages 12 to 18) hospitalized with severe emotional disturbances. A visible and powerful reward system using a menu strategy was developed and implemented in which students participated daily in establishing goals and reinforcers while moving toward increasingly intrinsic motivation. The project also involved a whole language approach to reading, a critical thinking instructional program, and development of a therapeutic bond with at least one teacher. Measurement of reading skills, attendance records, and students' verbal reports were used to evaluate academic achievement, improved attendance, and changed attitudes and behavioral patterns. The constantly visible menu showed goals and rewards on a daily, weekly, and monthly basis. Additionally, each week focused on a different area, including assessment and orientation, goal setting, self motivation, frustration management, oral language, written expression, reading comprehension, reading for pleasure, self-expression, daily living skills, self-discovery, and evaluation/closure. All students increased attendance notably, improved their reading skills substantially, and appeared to improve their critical thinking skills and attitudes. (Contains 29 references.) (DB)

Descriptors: *Attendance; Attitude Change; Behavior Change; *Behavior Disorders; Critical Thinking; Elementary School Students; *Emotional Disturbances; Hospitalized Children; Hospital Schools; Intermediate Grades; *Intervention; *Positive Reinforcement; *Program Effectiveness; Reading Achievement; Rewards; Secondary Education; Secondary School Students; Student Attitudes; Student Educational Objectives; Token Economy; Truancy

Record - 383

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED359655 EA025100

The Development and Implementation of Inservice Management Training for Entry-Level Classified Personnel: Phase One--Personnel Selection.

Munas, Mark A.
19 May 1993
189p.; Practicum Report, Nova University
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

This practicum paper describes a training intervention project that was designed to improve classified employees' personnel selection and problem-solving skill . The project addressed the following personnel issues: legal issues of employment, critical thinking, job analysis, selection style, interviewing techniques, and employee induction. Fifteen head custodians from a Florida school district participated in a 6-week training program to decrease the probability of illegal hiring practices among entry-level managers. Methodology involved a needs assessment survey and pre- and post-test surveys. Upon completion of the program, participants demonstrated a strong growth in their knowledge of personnel selection and problem-solving, and a positive attitude toward the change in personnel-selection process and problem solving. The training program will be extended to other groups, such as personnel administration. Appendices include a trainer's guide, sample memorandums and letters, a certificate of completion, evaluation materials, and program handouts. Eight figures are included. (Contains 38 references.) (LMI)

Descriptors: Elementary Secondary Education; *Inservice Education; *Management Development; *Personnel Management; Personnel Selection; School Personnel; *Staff Development; *Supervisory Training

Identifiers: *Florida

Record - 384

DIALOG(R)File 1:ERIC

ED359557 CS213949
A Management System for Refocusing Student Writing through Personalization and Cooperative Learning.
McFarland, Deborah A.
Jun 1993
78p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

The inability of students to become involved with writing assignments in two high-school sophomore honors classes was addressed at a writer's workshop by the implementation of collaborative learning, peer evaluation, conferencing, and broadened literature selection. Students responded to pre-workshop and post-workshop surveys to assess individual attitudes toward learning to write and writing abilities. Students were allowed to complete assignments in collaborative groups. Students were also allowed to choose the literature to be studied by the group. Results indicated increased interest in writing among the target group. Additionally, students in the target group demonstrated improved writing performance on the final writing project. Findings suggest that increased student participation in the selection of writing assignments and literature selections, along with interaction with peers on assignments, brought about improved performance on class writing assignments. (Twenty-six references and teacher and student survey instruments are attached.) (RS)

Descriptors: *Cooperative Learning; High Schools; High School Students; Instructional Effectiveness; Student Attitudes; Student Participation; Writing (Composition); *Writing Improvement; *Writing Instruction; *Writing Workshops

Identifiers: High School Sophomores; Student Surveys; Teacher Surveys

Record - 385

DIALOG(R)File 1:ERIC

ED359542 CS213933
A Survey of the Writing Needs of Graduates of Two Selected Community College Programs of Study. Curriculum and Program Planning Seminar.
Metzgar, Judith
Oct 1992
103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

A study identified and compared writing needs of graduates of Criminal Justice and Drafting and Design programs at Westmoreland County, Pennsylvania, Community College (WCCC). Subjects, 115 graduates of the programs from 1972 through 1990, completed surveys. A total of 310 questionnaires were sent, for a return rate of 37%. Results indicated that: (1) writing is important to graduates of both programs, but significantly more (95%) WCCC criminal justice (CRJ) graduates than drafting and design graduates (40.9%) rated writing very important; (2) 95% of the CRJ graduates reported writing on the job every day compared to 63.6% of drafting graduates; (3) a significantly larger proportion of CRJ graduates reported preparing narratives, formal reports, and letters; (4) a significantly larger proportion of drafting graduates reported preparing instructions; (5) a significantly larger proportion of CRJ graduates than drafting graduates reported writing for readers inside their organizations; (6) 89% of graduates of both programs rated accuracy, clarity, and organization as very important; and (7) 90% of the CRJ graduates compared to 45.5% of drafting graduates recommended a second-level college writing course specifically targeted at their field. Findings suggest that writing is an important and frequent on-the-job activity of both groups. Recommendations include implementation of a writing course designed specifically for criminal justice majors and placement of more emphasis upon the importance of writing to all graduates of technical programs. (Twelve tables and 9 figures of data are included; 20 references, the pre-contact letter, the cover letter and questionnaire, and the follow-up postcard are attached.) (RS)

Descriptors: *College Graduates; Community Colleges; Comparative Analysis; Criminal Law; Curriculum Evaluation; Drafting; *Educational Needs; Surveys; *Technical Writing; Two Year Colleges; Writing Research

Identifiers: Criminal Justice; Westmoreland County Community College PA; *Writing Contexts

Record - 386

DIALOG(R)File 1:ERIC

ED359526 CS213914
Implementation of a Publishing Center To Enhance the Writing Process for Primary Students.
Wasson, Karen L.
May 1993
78p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida

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Journal Announcement: RIEDEC93

A practicum was designed to motivate primary students to increase the quantity and improve the quality of their writing. Publication of student works was the prime motivating factor. Other objectives were to develop in students a more positive attitude toward writing and gain the agreement of teachers that the publishing of their students' written work would enhance their classroom writing programs. After 12 weeks of the implementation of the publishing center, the quantity and quality of writing increased. Also, student surveys indicated a more positive attitude toward writing, and teachers agreed that the publication of students' works enhanced their writing programs. The publishing center will continue to operate in future years and will be expanded to include kindergarten and grades four and five. (One table of data is included; 28 references, an attitude survey for teachers, a writing attitude scale for students, a sign-up sheet for the publishing center, and a writing process handbook for teachers are attached.) (Author/RS)

Descriptors: Elementary School Students; Primary Education; Program Effectiveness; Student Attitudes; *Student Motivation; *Teacher Attitudes; Thinking Skills; *Writing Attitudes; Writing for Publication; *Writing Instruction

Identifiers: Childrens Writing; *Process Approach (Writing); Student Surveys

Record - 387

DIALOG(R)File 1:ERIC
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ED359505 CS011360

The Improvement of Reading Comprehension Skills in At Risk Second Graders.

Quigley, Mary Ann V.
Jun 1993
73p.; M.S. Final Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: THESIS (042)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

The improvement of reading comprehension skills in a target group of at-risk students in the second grade of a North Florida school was achieved through the implementation strategies of parental involvement and collaborative learning. At-home parent-child literacy interactions increased and parents became active role models in a Parent as Readers In School Program. Students engaged in collaborative listening, speaking, writing, reading and thinking activities. Positive cognitive growth was indicated by data comparison of two pre- and posttests: the Hunter-Grundin Reading for Meaning Test, Level Two, and the comprehension skills sub-tests in the unit tests of the county adopted basal reading series. Data provided by parent surveys and the tabulation of weekly at-home reading time sheets indicated a substantial improvement in parent-child literacy interactions. The strategies, methods, and results were shared with the faculty of the target school and local community educators via a workshop. (Eleven figures of data are included; 13 references, survey instruments, self-esteem measures, a reading time sheet, and letters to parents are attached.) (Author/RS)

Descriptors: *Elementary School Students; Grade 2; *High Risk Students; Instructional Effectiveness; Intergenerational Programs; Parent Child Relationship; Parent Participation; Primary Education; Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Reading Strategies

Identifiers: *Collaborative Learning; Family Literacy; Florida (North)

Record - 388

DIALOG(R)File 1:ERIC
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ED359493 CS011348

Developing and Implementing a Plan To Improve the Reading Achievement of Second Grade Students at Woodbine Elementary School.

Christmas, Jack
Feb 1993
164p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

A program was designed to improve the reading achievement of second grade students in a rural Georgia school. An analysis of the problem indicated that: a higher percentage of second grade students from low socioeconomic conditions scored lower on standardized reading achievement tests than other second grade students; students who scored lower owned fewer books than those who scored higher; and those who scored lower did less recreational reading than those who scored higher. Interventions included a program of daily oral reading in the classrooms by teachers and recruiting parents to enroll their children in the Woodbine (Elementary School) Read Aloud Club. Parents who enrolled their children in the club agreed to read aloud to their children on a daily basis and turn in simple reading logs to the teachers each month. As a reward for their parents' read aloud efforts, the children received free storybooks of their choice each month. The objectives were to improve the students' reading comprehension, word reading, and auditory vocabulary using the Stanford Diagnostic Reading Test to measure any changes in reading ability. Test results indicated a 38.5% increase in auditory vocabulary, a 46.4% increase in reading comprehension, and a 43.6% increase in word reading for the approximately 70 subjects. (Twenty-seven tables of data are included; 53 references, 2 appendixes of

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data, a list of educational objectives, the enrollment form, a reading log, 2 sample newsletters, 2 newspaper articles, and a site visitation team report are attached.) (Author/RS)

Descriptors: Elementary School Students; Grade 2; Parent Participation; Primary Education; Program Effectiveness; Program Implementation; Reading Achievement; *Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; Rural Schools; Socioeconomic Status; Vocabulary Development

Identifiers: Camden County School District GA

Record - 389

DIALOG(R)File 1:ERIC

ED359492 CS011347

Developing and Implementing a Curriculum and Instructional Program To Improve Reading Achievement of Middle-Grade Students with Learning Disabilities in a Rural School District.

Stephens, Mary A.
Apr 1993
137p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC93

A program was developed and implemented to improve the reading achievement of 56 learning-disabled (LD) students in grades five through eight in a rural school district in South Carolina. Only 12% of the students were meeting the state standard in reading. Baseline test data indicated that reading achievement was from two to six grade levels below grade placement. Problems identified were absence of written basic skills curriculum aligned with the tests used to measure achievement; lack of consistent, effective instruction in the basic skills areas; and the need for more parental support and involvement in the education of students with special needs. Solution strategies for improving reading achievement of LD students included the development of functional basic skill curriculum guides, training for teachers in the use of direct instruction techniques, field testing the curriculum guide, inclusion of the basic skills objectives in the individualized education programs of the students, implementation of a direct-instruction model in the teaching of reading, use of the Corrective Reading Program, and involvement of parents. As a result of intervention strategies, 25% of the targeted students met the state standard on basic skill tests. Over 55% of the targeted students gained two or more grade levels in reading. The discrepancy between the students' estimated ability and reading achievement was reduced by 41%. Parent involvement increased from 10% to 75%. (Seventeen tables of data are included; 49 references, 10 appendixes of data, table of contents of the Students Offered Success curriculum, evaluation forms, and a newspaper article are attached.) (Author/RS)

Descriptors: *Basic Skills; Instructional Effectiveness; *Instructional Improvement; Intermediate Grades; Junior High Schools; *Learning Disabilities; Middle Schools; Parent Participation; Program Descriptions; *Reading Achievement; *Remedial Programs; *Remedial Reading; State Standards

Identifiers: Chesterfield County School District SC; Direct Instruction; Middle School Students

Record - 390

DIALOG(R)File 1:ERIC

ED359132 SO023163

A Comparative Analysis To Determine the Value in Producing Higher Achievement in a Social Studies Course at Evergreen Valley College.

Griffin, Jerome J.
Feb 1993
67p.; Ed.D. Practicum, Nova University.
Available from: Jerome Griffin, 655 West Evelyn #2, Mountan View, CA 94041.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIENOV93

The major purpose of this study was to determine if students enrolled in an "Eyes on the Prize" telecourse performed better academically in utilizing a study guide than students who did not utilize the study guide. "Eyes on the Prize," a course offered at Evergreen Valley College (EVC), fulfills a two-year ethnic studies requirement for graduation from California community colleges. For several years, the College has operated the instructional telecourse with little or no consistency, consequently students were achieving low grades, resulting in a high attrition rate as well. In order to address this issue, a student study guide for "Eyes on the Prize" was developed. A literature review was conducted and a study guide was developed and evaluated by expert faculty members and revised. The control and experimental groups were selected establishing good internal validity. This study employed a t-test as the statistical measure evaluating the significance of difference between the two means. The student population of Evergreen Valley College is diverse in its ethnic make-up and the academic disciplines pursued by the student population. The telecourses that are offered on weekends, early mornings, and over local cable stations have great appeal for the Community College students. The revised study guide showed a relationship between the use of a "Eyes on the Prize" study guide and an increase in student success. The telecourse study should be replicated with other telecourses, and Community College Districts in order to

(cont. next page)

establish external validity. (Author)
Descriptors: *Academic Achievement; Community Colleges; *Comparative Analysis; Curriculum Development; *Educational Research; *Educational Television; *Instructional Effectiveness; Social Studies; Two Year Colleges; Two Year College Students
Identifiers: Evergreen Valley College CA; Eyes on the Prize

Record - 391

DIALOG(R)File 1:ERIC

ED358735 FL021303
Using Multimedia To Improve the Aural Proficiency of High School Students of Spanish.
Sprayberry, Roslyn R.
1993
76p.; Practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV93

An experimental study investigated the effectiveness of multimedia instruction in improving listening comprehension of high school students studying second-year Spanish. Specific comprehension difficulties were found in recognizing linguistic and cultural implications, making guesses based on key words and phrases, and understanding and responding appropriately to information given orally. Six major causes for the problems were identified: neglect of listening comprehension skills in instruction; student lack of discriminatory listening techniques; inadequate knowledge of Spanish vocabulary, syntax, and grammar, and native language interference; lack of knowledge of linguistic and cultural connotations in some words and phrases; inadequate textbook treatment of listening strategies; and ineffective native-language listening skills. A multimedia instructional approach was adopted with 50 randomly selected students. Techniques used include paired and group work, listening stations in the classroom, student-written cultural notebooks, student-generated lists of listening strategies, filmstrips and videos, use of Total Physical Response commands, student creation of visual aids, minidramas and skits, telephone conversations and interviews, creation of commercials, games, and guest speakers. Students were receptive to and enthusiastic about the process, and posttests indicated significant language achievement gains over the period of treatment. (MSE)

Descriptors: Achievement Gains; Classroom Techniques; *Cultural Awareness; High Schools; High School Students; Instructional Effectiveness; *Language Patterns; *Listening Comprehension; *Multimedia Instruction; Second Language Instruction; Second Language Learning; *Spanish; *Teaching Methods

Record - 392

DIALOG(R)File 1:ERIC

ED358391 CG024881
Program To Reduce Failure Rates of Ninth Grade Students.
Pantleo, Sam J.
Dec 1992
103p.; Major Applied Research Project, Ed.D., Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: DISSERTATION (041); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Colorado
Journal Announcement: RIENOV93

This report describes procedures to develop and implement a program to reduce ninth grade failure rates at a high school of 1,200 students in the center of a western city of 100,000. It is noted that grading data collected at the middle school and the high school levels have indicated that the number of failing grades increased substantially as students moved from eighth to ninth grade. The solution to the problem reported here involved a coordinated effort between middle and high school teachers to increase student academic success. The described program addressed problems associated with the middle school transition by having eighth grade students attend a shadow day and extracurricular fair to become familiar with the high school. Additional time was spent assisting eighth grade students in selection of classes for their ninth grade year and a peer leader program was implemented which provided academic and social support for incoming ninth grade students. Project results are presented which demonstrated that students involved in the majority of program interventions had a greater likelihood of succeeding in school and that ninth grade students who had had frequent peer visits had fewer failing grades. This report documents the problem background and context, describes the project implementation, presents an evaluation of results, and discusses decisions on the future of the intervention. Appendices include survey instruments, teacher and peer leader comments, and a peer/mentor/leader program proposal. Contains 42 references. (NB)

Descriptors: Academic Achievement; *Academic Failure; Grade 8; *Grade 9; *High School Freshmen; High Schools; Junior High Schools; Junior High School Students; Middle Schools; *Prevention; *Transitional Programs
Identifiers: Middle School Students

Record - 393

DIALOG(R)File 1:ERIC

(cont. next page)

ED357991 SO022800
Motivating African American Middle School Boys toward Excellence through High Interest and Activity Africentric Lessons.
Thompson, Bernida
1992
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT93
Target Audience: Teachers; Researchers; Practitioners

This practicum was an 8-month project designed to improve the motivational level and academic success of African American middle school boys through high-interest and activity-based Africentric lessons. The goal was to motivate black middle school males to strive for academic excellence. This goal was necessary in order to eliminate the problem of nonchalant attitudes toward school due to culturally and historically biased curriculum and exclusion of learning styles and interests. Eight months of lessons comprised of high-interest and high-energy level activities were geared to motivating African American middle school males to strive toward academic excellence. A male rites of passage club was implemented. Observation data of the students' attitude and academic performance were collected, recorded, and charted monthly. The results of the practicum were positive. The goal and objectives were successfully reached and surpassed. In addition, two funding sources offered supplemental funding for the project for the 1991-92 and 1992-93 school years. (DB)

Descriptors: Academic Achievement; Adolescents; *African Studies; *Black Students; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Learning Activities; *Males; *Middle Schools; *Student Motivation; Teaching Experience; Teaching Methods

Identifiers: *African Americans; Afrocentrism; Middle School Students

Record - 394

DIALOG(R)File 1:ERIC
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ED357986 SO022752
Utilizing Local Outdoor Resources as a High School Laboratory for Learning: The Problem of Implementation.
Crumley, William H.
1992
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT93

This practicum was designed to utilize local outdoor resources as a teaching tool and an extension of the classroom. The single goal was to make utilization of this instructional strategy a permanent part of the school curriculum. On-site research, coupled with an extensive review of current literature, produced the finding that the problem lay in the difficulty of implementing such an approach. An interdisciplinary program of environmental studies was chosen as the vehicle through which the situation that existed could be transformed to the desire outcome. The curriculum for this program was designed around the notion of utilizing local outdoor resources as both an extension of the classroom and a means to engage students actively in the learning process. The findings of the practicum were positive. Use of local outdoor resources was integrated successfully into the curriculum and proceeded to provide a uniquely successful instructional strategy. Since the results of this project were constructive, this model can be recommended to similar curricular applications. (Author/DB)

Descriptors: Ecology; Educational Research; Educational Resources; *Environmental Education; High Schools; Interdisciplinary Approach; Outdoor Activities; *Outdoor Education; Teaching Methods

Record - 395

DIALOG(R)File 1:ERIC
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ED357976 SE053371
Improving the Effectiveness of Science Laboratory Instruction for Elementary Students through the Use of a Process Approach for Change.
Vorsino, Wanda S.
1992
103p.; Ed. D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT93

This practicum endeavored to improve science laboratory instruction for elementary students. The major goal of the practicum was to facilitate laboratory use so that teachers would incorporate laboratory experiences as an integral component in science instruction. To improve the instructional significance of the science laboratory, the writer developed and initiated a MAPS change process model (Motivation, Alternatives, Planning, Sharing) in collaboration with representative teachers. The committee acted in a leadership capacity to develop goal commitment, formulate strategic actions plans, communicate a shared vision, resolve implementation obstacles and monitor progress. Implementation included inservice training in effective science teaching strategies, coordination of community volunteer participation and documentation of worthwhile hands-on science laboratory

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activities. Outcomes of this practicum illustrated that improvement in science laboratory instruction is contingent upon teacher empowerment, community involvement and participation, facilitative leadership styles, an understanding of the change process and goal commitment. As a result of this practicum, achievement in science increased in daily grades and on standardized tests, student and teacher attitudes about science improved, materials for science activities were obtained and the community became involved in promoting excellence in science education. (Author)

Descriptors: Educational Change; Educational Research; Elementary Education; •Elementary School Science; Elementary School Students; •Inservice Teacher Education; •Instructional Leadership; Models; Parent Attitudes; Parent Participation; Professional Development; Program Implementation; Science Activities; Science Curriculum; •Science Education; Science Instruction; •Science Laboratories; Science Teachers

Identifiers: •Hands on Science; Science Process Skills

Record - 396

DIALOG(R)File 1:ERIC

ED357830 PS021200

Selecting and Developing Internship Sites for Child Development Interns Which Demonstrate Developmentally Appropriate Practices.

Shelton, Barbara Payne
1992
134p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT93

This practicum report describes the development of a systematic method whereby students would be able to select internship sites that demonstrate developmentally appropriate practices in early childhood education. Students in a child development internship program were provided guidelines for selecting an appropriate field placement; students were also given an inventory with which to evaluate potential sites. Using evaluation tools that included questionnaires, checklists, and self-evaluation forms, students were able to select developmentally appropriate placements and to identify both appropriate and inappropriate practices in the classroom. Appendices include: (1) a copy of the internship placement questionnaire and a summary of student interns' questionnaire responses; (2) an inventory of classroom practices; (3) evaluation forms for cooperating teachers, students, placement sites, and college internship supervisors; (4) student guidelines for selecting internship placements; (5) a handbook for the internship program; (6) a preliminary letter to interns; and (7) letters to cooperating teachers. (MM)

Descriptors: Child Development; Classroom Techniques; Cooperating Teachers; Early Childhood Education; Field Experience Programs; Higher Education; •Internship Programs; Program Evaluation; Questionnaires; Site Analysis; •Site Selection; •Student Experience; •Student Teachers

Identifiers: •Developmentally Appropriate Programs

Record - 397

DIALOG(R)File 1:ERIC

ED357320 CS011287

Improving Leisure Reading Habits of Middle School Children with Learning Disabilities.

Jostes, Kara J.
Apr 1993
90p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT93

The lack of leisure reading of learning disabled seventh graders was addressed by the implementation of a 3-part reading program. First, a sustained silent reading program was established school-wide on a daily basis. Second, a target group of 15 seventh grade learning disabled students participated in sustained silent reading with writing twice a week. Third, the same control group was involved in a reading incentive program to encourage leisure reading at home. Success was measured by comparing statistics important to student attitudes about reading, student reading habits, the length of time spent reading and responding to reading materials by writing in journals. Results indicated that all three areas were successful. (Appendixes include pre- and post-survey instruments and results of student, parent, and teacher surveys; basic achievement skills sample and results; journal question suggestions; and faculty mid-evaluation results.) (Author/RS)

Descriptors: Adolescents; Grade 7; Instructional Effectiveness; Junior High Schools; Junior High School Students; •Learning Disabilities; Middle Schools; Program Effectiveness; Program Implementation; •Reading Habits; •Recreational Reading; Student Needs; Sustained Silent Reading

Identifiers: Middle School Students; Reading Behavior

Record - 398

DIALOG(R)File 1:ERIC

ED357319 CS011286

Making the Grade: Increasing Intermediate Students' Spelling

(cont. next page)

Test Scores through the Improvement of Study Skills.
Weiner, Michele S.
Apr 1993
94p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT93

A study skills program was developed and implemented to improve spelling grades while incorporating new study skill techniques in a multi-ethnic and multicultural elementary school. A target group of eight fifth-grade students who lacked these skills was established. The program contained five basic strategies for increasing study skills and academic achievement: organizing and time management, note taking, establishing goals, guidelines and responsibilities, parental involvement, and increased academic achievement by working in a "buddy" system. Success was measured by comparing results of pretests and posttests, along with parental survey and involvement. All the program objectives were met, with the target group improving dramatically in all areas. (Appendixes include assessment materials, analysis of assessment data, parental survey, and information that was distributed to students and parents.) (Author/RS)

Descriptors: Elementary School Students; Grade 5; *Instructional Effectiveness; Intermediate Grades; Multicultural Education; Notetaking; Parent Participation; *Spelling; Spelling Instruction; *Study Skills

Record - 399

DIALOG(R)File 1:ERIC
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ED356855 PS020986

Developing Social Skills To Assist Developmentally Delayed Preschool Children in Overcoming Separation Anxiety in a Public School Setting.
Chambers-Murphy, Phylistine
1992
44p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP93

This study examined the effectiveness of 11 strategies designed to ease separation anxiety in preschool children. Subjects were 10 preschool children enrolled in a public school early childhood classroom for their first school experience. Each child was delayed in at least two of six developmental areas (social, emotional, cognitive, psychological, speech, physical, and cultural), and all subjects displayed behaviors related to severe separation anxiety. Children's behavior was measured by the Social Skills Checklist, and an anecdotal record of each child's behavior was maintained. Techniques used to alleviate separation anxiety included: (1) displaying photographs of the child's family; (2) informing children of their parents' location; (3) playing an audio tape of each child's parent reading a familiar story or singing a song; (4) encouraging children to build houses with building blocks and to pretend to come to school; (5) helping children plan for each day's departure; (6) encouraging children to take home classroom objects, which served as transitional objects; and (7) being sensitive to separation anxiety indicators, including crying, refusing to eat, and thumb-sucking. Upon completion of the 12-week implementation period, analysis revealed that all children separated from their parents had participated in the entire early childhood classroom routine, on a daily basis, without displaying separation anxiety behaviors. (MM)

Descriptors: *Attachment Behavior; *Behavior Change; Early Intervention; Emotional Development; Emotional Problems; *Instructional Effectiveness; Parent Child Relationship; Parent Participation; Parent Role; *Preschool Children; Preschool Education; Public Schools; *Separation Anxiety; *Student Adjustment

Identifiers: *Developmental Delays

Record - 400

DIALOG(R)File 1:ERIC
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ED356652 FL021153

Improving Academic Achievement of English-as-a-Second-Language Students through Peer-Tutoring.
Torres-Gavilanes, Janet
Mar 1993
60p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP93

A project investigating the effects of peer tutoring on students' academic achievement focused on use of tutoring with underachieving, limited-English-speaking 11th- and 12th-graders. The method was designed to use materials readily available and require minimal expenditure of teacher time and resources. Students (n=18) voluntarily attended tutorial sessions, some to prepare for the high school competency exam and some for assistance with specific subject areas. The tutoring program lasted for 12 weeks. The program's objectives were to: (1) improve students' pass rate on the high school competency test; (2) increase completion of homework; (3) improve grade point averages by half a point; and (4) promote favorable attitudes in 85% of participants. Only the fourth objective was met, although progress was seen toward the

(cont. next page)

second objective. Problems included limited student ability to attend tutoring sessions and the limited length of the tutoring program in light of the severity of student needs. Tutors expressed personal satisfaction and a desire to continue, and the program was extended. Appended materials include a statement of school commitment to student achievement, progress report form, letter to parents (English and Spanish), letter to teachers, tutoring program flyer, tutors' and students' sign-in sheets, and a final project assessment form. (MSE)

Descriptors: *Academic Achievement; Achievement Gains; Basic Skills; Classroom Techniques; *English (Second Language); Grade 11; Grade 12; High Schools; High School Students; Instructional Effectiveness; *Limited English Speaking; *Peer Teaching; Study Skills; Teaching Methods; *Tutorial Programs; *Underachievement

Record - 401

DIALOG(R)File 1:ERIC
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ED356585 EC302025
Improving Civic and Legal Literacy Skills of Secondary Level Deaf and Hard of Hearing Students Using the United States Constitution and Bill of Rights.
Routier, Wanda J.
1992
108p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP93
Target Audience: Practitioners

This practicum was designed to develop a national model for teaching students with deafness or hearing impairments about their legal rights and responsibilities. The model included implementing a law-related education curriculum specifically written for students with deafness or hearing impairments, addressing their needs in legal knowledge and disability issues. Implementation of the practicum was achieved by conducting teacher training conferences, providing support and resources for teachers, making site visits, developing an activities schedule for a 12-week implementation period, writing portfolio assessment guides and charts, developing relationships with the media and Congressional leaders as a public relations effort, and assisting teachers with overall guidance for implementing the curriculum. Students showed increased knowledge about constitutional issues following the practicum, and teachers were positive about the training and use of the curriculum. Appendices contain the activities schedule, pretest and posttest, a curriculum evaluation form, a portfolio criteria chart, a student portfolio chart, and other relevant materials. (Contains 23 references.) (JDD)

Descriptors: *Citizenship Education; Civics; Civil Rights; *Curriculum Development; *Deafness; Federal Legislation; *Hearing Impairments; High Schools; High School Students; Inservice Teacher Education; *Law Related Education; Legal Responsibility; Program Evaluation; Program Implementation; Student Rights; Teaching Models

Identifiers: *Bill of Rights; *United States Constitution

Record - 402

DIALOG(R)File 1:ERIC
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ED356155 SO022501
Increasing Middle School and High School Enrollment in Choral Groups by Developing a Revised Curriculum through Cooperative Group Process.
Weintraub, David
1992
164p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93
Target Audience: Teachers; Administrators; Practitioners

The goal of this practicum was to increase the number of students enrolled in the middle school and high school chorus. A secondary goal was to introduce teachers to group process, as a method of writing curriculum. To meet both ends, the subject of recruitment was incorporated into the curriculum plan. The practicum was conducted in a public school system located in a suburban community, along the northeastern Atlantic coast. Current enrollment in the public school system is 5,050 students. A program was designed that allowed teachers to modify the curriculum incorporating recruitment ideas. The program began in the spring after fall registration and continued into the summer with a curriculum committee that correlated the choral curriculum to the general music curriculum. The fall term began with a sharing of new ideas on recruitment, the use of higher levels of educational objectives, and evaluation techniques. Teachers were asked to list skills needed to maintain high standards of choral music. These skills, which included ideas on recruitment were later discussed, and using consensus, were transformed into educational objectives. After 10 months of implementation, most of the results of the practicum were favorable. Enrollment in choral ensembles increased and teachers demonstrated that by using a logical progression of brainstorming, consensus, implementation, and modification, a group process curriculum could be developed. Eleven tables are included; 13 appendices are attached. (Contains 60 references.) (Author/LBG)

Descriptors: *Choral Music; *Cooperative Learning; *Curriculum Development; Educational Objectives; Evaluation

(cont. next page)

Methods; Group Dynamics; *High Schools; Intermediate Grades; Junior High Schools; Junior High School Students; Middle Schools; *Music Education; Singing
Identifiers: Middle School Students

Record - 403

DIALOG(R)File 1:ERIC

ED356071 PS021295
Improving the Academic Achievement of Third and Fourth Grade Underachievers as a Result of Improved Self-Esteem.
Coakley, Barbara Fairfax
1993
73p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This study was designed to improve the academic achievement of 35 third- and fourth-grade underachievers through improved self-esteem. Specific goals included focusing on self-concept and learning skills reinforcement, with the ultimate goal of increasing academic performance and motivation. Large group sessions with students focused on self-esteem enhancement strategies, study skills, and time-management techniques. Small group tutorial sessions focused on the reinforcement of math and reading concepts, while individual interaction centered on the development of mentor relationships with the school staff. Results of the practicum show that despite having experienced a traumatic event in the form of Hurricane Andrew, students readjusted and worked to the best of their ability. All of the objectives of the practicum were achieved: students exhibited significant improvement in self-esteem, reading levels, math levels, and overall grade point average; and teachers rated students' academic performance and self-esteem as having improved. Six appendixes provide examples of a student attitudinal survey, a teacher response questionnaire, a survey of reading levels, a survey of math levels, a report card grade point average form, and an underachievement checklist. Contains 49 references. (MDM)

Descriptors: *Academic Achievement; *Achievement Gains; *Educational Improvement; Elementary Education; *Elementary School Students; Grade 3; Grade 4; Mathematics Achievement; Questionnaires; Reading Achievement; *Self Esteem; Study Skills; *Underachievement

Record - 404

DIALOG(R)File 1:ERIC

ED356040 PS021178
Parents and Teachers as Collaborators in Building Positive Self Concepts in Young Children.
Ferguson, F. Michael
1992
113p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This practicum was designed to help children in an early childhood community center understand themselves and others as being unique, and having worth and dignity. It was intended that parents and teachers would develop a partnership and work in a collaborative manner on behalf of the children. Surveys of participating parents and teachers indicated that the lack of cooperation between parents and children resulted from parents' lack of training in effective parenting skills and teachers' lack of the skills they needed to work effectively with young children. To remedy this situation, a consultant implemented and evaluated 24 in-service training sessions and 8 counseling sessions with 29 parents and 10 teachers in child development, effective parenting skills, early childhood education, and multicultural education. The sessions provided parents with effective strategies for recognizing developmentally appropriate behaviors in their children, provided teachers with training in multicultural education, and built collaboration between teachers and parents. It is concluded that all goals of the practicum were met. Appendices provide related materials, including an African and African American diagnostic inventory; a family contact rating scale; a children's self-concept scale; parent and teacher survey questionnaires; and a classroom inventory checklist. Contains 42 references. (SM)

Descriptors: After School Programs; Black Culture; Black Youth; Child Development; Counseling; Early Childhood Education; *Inservice Teacher Education; Interpersonal Competence; Multicultural Education; *Parent Education; *Parent Teacher Cooperation; Self Concept; Self Efficacy; *Self Esteem; Social Development
Identifiers: African Americans

Record - 405

DIALOG(R)File 1:ERIC

ED355879 HE026322
Development of a Sex Education Syllabus for Health Science at American River College. Emergence of Higher Education in America.
Rasler, Michael L.
Feb 1993

(cont. next page)

103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); INSTRUCTIONAL MATERIAL (051)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG93
Target Audience: Teachers; Students; Practitioners

This practicum paper discusses the development, evaluation, and revision of a student sex education syllabus at American River College (California). The syllabus is intended to provide an alternative learning format to the traditional lecture format. After a review of the literature, it was decided to use a fill-in or sentence completion format for the syllabus. Then the following key topics were identified: (1) male and female reproductive systems, (2) birth control methods, (3) sexually transmissible diseases, (4) growth and development, (5) the right to be well born, (6) birth disorders, and (7) abortion. Learning objectives were defined for each topic, and main terms and concepts identified. Finally sentences encompassing objectives, concepts, and terms were developed and rewritten with blanks for key words and phrases. The first draft of the syllabus was evaluated by two experts at the College and changes were incorporated into the final draft. Literature review findings are discussed concerning the need for sexual information, the uses of supplemental materials, the effectiveness of these materials, alternative learning styles, and different models. The paper concludes with discussions of the implications and recommendations based on the American River College experience. It is concluded that the development of the student syllabus was a major improvement of the student learning process that existed in health science taught at American River College. The appendix (comprising two-thirds of the report) contains the Health Science Sex Syllabus itself which is intended to be used with the course textbook. Contains 28 references. (GLR)

Descriptors: Cognitive Style; College Curriculum; Course Objectives; *Curriculum Development; Higher Education; *Instructional Development; *Instructional Materials; Literature Reviews; Models; Postsecondary Education; Research; *Sex Education; Study Guides; Undergraduate Study
Identifiers: *American River College CA

Record - 406

DIALOG(R)File 1:ERIC

ED355821 FL021090
Haitian Folktales as a Literary Strategy for Elementary Haitian ESOL Students.
Oscarsson, Kristen L.
Dec 1992
60p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

To address low reading achievement of Haitian elementary school students receiving English-as-a-Second-Language instruction, a technique for reading instruction using Haitian folk tales was implemented. It was anticipated that by drawing on students' background knowledge of the Haitian oral tradition and using Haitian literature as a storytelling text, students would make the vital link between print and oral language. A target group of fourth- and fifth-grade Haitian students participated in storytelling sessions. Using a language experience approach, students recorded and illustrated the stories in a book format, then shared their books and stories with other classes. Results showed increased reading skills in the target group. No significant gain was found in self-esteem, which was consistently high both before and after the project. The group indicated a preference for Haitian books over American books. Student writing doubled in quantity over the 12-week treatment period, and critical thinking skills were enhanced. It is concluded that use of Haitian folk tales was effective in increasing literacy skills. The reading assessment tool, initial and post-treatment student surveys, and the critical thinking checklist used in the project are appended. (Author/MSE)

Descriptors: Achievement Gains; Classroom Techniques; Critical Thinking; Elementary School Students; *English (Second Language); *Folk Culture; Grade 4; Grade 5; *Haitians; Instructional Effectiveness; Intermediate Grades; *Literacy Education; *Reading Skills; Second Language Instruction; Self Esteem; Story Telling; *Writing (Composition)

Record - 407

DIALOG(R)File 1:ERIC

ED355817 FL021085
An Inservice Training Program for Classroom Teachers to Help School Age Nonenglish Speaking Students Develop Language Skills.
Blau, Allan J.
1993
90p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This practicum was designed to develop an inservice training program for classroom teachers to help them better meet the needs of non-English speaking students, and to help the non-English speaking students acclimate and socialize with other students and to better deal with the problems of a

(cont. next page)

culturally diverse, if not economically diverse population. A series of six inservice lessons have been developed that were administered to private school teachers, grades 3-8. Questionnaires were administered before and after implementation of the program. The questionnaires measured teacher attitudes toward non-English speaking students in their classroom, and the attitudes of the non-English speaking students to classroom learning. An analysis of questionnaire results indicated that both teacher and student attitudes changed as a result of the program, and that there was an increase in the level of academic achievement of the non-English speaking students. (VWL)

Descriptors: Academic Achievement; Acculturation; Classroom Environment; Cultural Differences; Elementary Education; Elementary School Teachers; *Inservice Teacher Education; *Language Skills; *Language Teachers; *Non English Speaking; Private Schools; Questionnaires; Second Language Learning; Skill Development; *Student Attitudes; *Teacher Attitudes

Record - 408

DIALOG(R)File 1:ERIC
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ED355739 EC301996

Increasing the Degree of Compliance with Group Treatment Procedures in Seven Residential, Day Treatment, and Therapeutic School Milieus for Children and Adolescents.

Jones, Jay J.
9 Feb 1993
150p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEAUG93

This practicum took place in seven treatment programs that offer residential, day treatment, and therapeutic school services to children and adolescents with social, emotional, and/or behavioral problems. Each of these programs provides milieu therapy including group-centered treatment guided by professional child and youth care counselors. The programs use a group-centered treatment model known as Situational Decision Making, and this practicum aimed to increase the degree of group leader compliance with the model's procedures. Improvement was addressed by the development and utilization of a group observation rating scale. Groups were observed and procedural items were scored, resulting in a percentage score called the degree of compliance. The scored instruments were returned as feedback to group leaders intending to increase the degree of compliance with prescribed group leader procedures, and summary results were shared with program administrators and managers. Groups were observed a second time to determine any change in degree of compliance. Results of the practicum indicate that average group leader compliance levels were substantially increased, although some individual group leaders did not improve at the desired level. Administrators and managers became more accurately aware of the degree of compliance in their groups, and their confidence in their ability to evaluate the degree of compliance increased. Appendices include the telephone questionnaires and several versions of the rating scale for group-centered leadership training. (Contains 19 references.) (JDD)

Descriptors: *Behavior Disorders; Behavior Rating Scales; *Compliance (Psychology); Counseling Techniques; *Counselor Performance; Counselor Role; Counselors; Day Schools; Elementary Secondary Education; *Emotional Disturbances; Feedback; Group Counseling; *Group Therapy; Job Performance; Milieu Therapy; Observation; Program Evaluation; *Quality Control; Residential Schools; Therapeutic Environment

Identifiers: *Situational Decision Making

Record - 409

DIALOG(R)File 1:ERIC
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ED355725 EC301977

Albinism: Improving Teacher and Caregiver Strategies for Meeting the Special Needs of Children with the Visual Disability of Ocular Albinism or Oculocutaneous Albinism (Birth to Age 14).

Ashley, Julia Robertson
1992
166p.; Ed.D. Practicum Report, Nova University. For separately processed appendix F, see EC 301 978.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93
Target Audience: Practitioners

This practicum report addresses the educational needs of students with the visual disability of ocular or oculocutaneous albinism. Two booklets were developed, published, and distributed--one for regular education teachers of children with albinism and one specifically about the very young child with albinism. The booklets discuss the special needs of these children and interventions and devices available to assist them. Evaluation of the booklet for teachers by 20 educators of the visually impaired was highly positive, as was evaluation of the preschool booklet by 5 preschool day care teachers. A survey completed by 107 parents also supported the validity and usefulness of the teacher booklet. Additionally, an international survey which received 41 responses indicated a need for the type of information presented in the booklets in other countries. Appendices include the checklists used for both educator and non-educator groups, a copy of each booklet, and various letters distributed during the course of the practicum. (Contains approximately 240 references.) (DB)

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Descriptors: *Congenital Impairments; Elementary School Students; Elementary Secondary Education; Guidelines; Instructional Material Evaluation; Mainstreaming; *Partial Vision; Preschool Children; Preschool Education; *Publications ; Secondary School Students; Surveys; Teacher Attitudes; *Teaching Guides; Teaching Methods; *Visual Impairments

Identifiers: *Albinos

Record - 410

DIALOG(R)File 1:ERIC

ED355717 EC301965

Planning for Deinstitutionalization: Supporting a Single Parent Father.

Brown, Margaret Elizabeth
1992
77p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93
Target Audience: Practitioners

This practicum provided support to isolated parents whose institutionalized children with mental handicaps were being returned to the community. It focused specifically on an isolated single parent father with a teenage daughter The father joined a parent group for support. Support was provided to the father by assisting him in accessing information on community services for the child, exploring the development of new services, individual counseling including unlimited access by telephone, encouragement and support to join a parent self-help group, development and practice of advocacy skills, role-playing preparation prior to meetings with government officials, debriefing following such meetings, and reinforcement and celebration of successful advocacy efforts. Following support and training, growth was noted in the father's knowledge of community services, his self-confidence and empowerment, his ability to develop a written community living plan for the child, and his use of advocacy skills to secure his child's future. Other members of the parent group showed similar gains, but had not moved as far along in the process. Appendices contain pre-interview and post-interview guiding questions and an individual community living plan which addresses physical health, communication, psychological health, behavior, self-care skills, community integration, and projection of required services. (Contains 31 references.) (JDD)

Descriptors: Adolescents; *Child Advocacy; Community Programs; *Counseling; *Deinstitutionalization (of Disabled); Fathers; Individual Counseling; Individual Development; Institutionalized Persons; *Mental Retardation; *One Parent Family; Program Effectiveness; Rural Areas; Social Isolation; *Social Support Groups; Training

Record - 411

DIALOG(R)File 1:ERIC

ED355715 EC301963

Improving the Special Education Referral Process of At Risk Children by the Administration of Norm-Referenced Screening Instruments.

Glazer, Richard
15 Feb 1993
56p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This practicum was designed to improve the process used to identify kindergarten and first-grade children who are at risk for academic failure and may need to be referred for a comprehensive special education evaluation. Prior to the practicum, the screening process consisted of a curriculum-based readiness measure which failed to identify children's cognitive potential and delayed further evaluation of children experiencing severe learning problems; grade retention was then used as a primary mode of intervention. The practicum involved the administration of norm-referenced screening instruments (the American Guidance Service Early Screening Profiles and the Wide Range Achievement Test-Revised) to assess children's cognitive abilities and levels of academic achievement. The strategy was able to be implemented by teachers, counselors, and staff other than the school psychologist. The practicum's objectives were successfully met. As a result of norm-referenced screening, 35 kindergarten and first-grade students (out of 112 eligible for Chapter 1 services) were referred for more comprehensive evaluation. Retentions were eliminated for the academic year. The strategy also provided developmental data in terms of children's ability and achievement levels, which should be useful in curriculum planning. (Contains 30 references.) (JDD)

Descriptors: Achievement Tests; Aptitude Tests; Cognitive Ability; Early Intervention; Grade Repetition; *Handicap Identification; *High Risk Students; *Learning Problems; *Norm Referenced Tests; Primary Education; Program Improvement; *Referral; *Screening Tests; Special Education

Record - 412

DIALOG(R)File 1:ERIC

ED355564 CS508091

Replacing Academic Apathy with the Joy of Learning through an Intrinsic, Integrated Language Approach for Middle School

(cont. next page)

Students.
Friedman, Madeleine
1993
197p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This practicum was designed to reduce student apathy toward learning through the presentation of workshops and the conducting of collegial networking sessions in an effort to give teachers a broad base of strategies and interdisciplinary approaches that were intrinsically motivating to students. Four training workshops were designed and implemented; 10 collegial networking sessions were planned and conducted; all participating students and teachers were surveyed before and after practicum implementation; data were collected on student behavior, achievement, and teacher strategy use; and three booklets of strategies for participating teachers were developed and distributed. Analysis of student grades, teacher checklists, and student questionnaires indicated that the workshops and strategies did not seem to produce an immediate improvement in students' attitudes toward academic tasks. However, incidents of referrals and suspensions of participating students showed a favorable decline, tentatively suggesting a degree of positive change. Unexpected outcomes of increased collegial cohesion, professional confidence, and the creation of two informal teaching alliances based upon the tenets of this practicum offered a strong base for the long-term implementation of a more intrinsically motivating approach to teaching and learning at this school. (Two figures and eight tables of data are included. Appendixes contain school goals, lesson outline, strategies, checklist, response matrix, student questionnaire, flier, handouts, and closing interview form.) (Author/SR)

Descriptors: *Attitude Change; *Holistic Approach; *Inservice Teacher Education; *Integrated Activities; Interpersonal Communication; Junior High Schools; Middle Schools; Student Attitudes; *Student Motivation; *Teacher Attitudes

Identifiers: *Middle School Students; Networking

Record - 413

DIALOG(R)File 1:ERIC
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ED355529 CS213733
Improving Critical Thinking Skills of English Students at Marlboro High School through Literature and Composition Instruction.
Pullen, Arlene
Dec 1992
170p.; Ed.D. Applied Research Project, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DISSERTATION (040)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

This report describes the procedures used by a New Jersey high school English department of 15 teachers to improve the critical thinking skills of their students and thus allow the students to assume greater autonomy in their learning. Emphasis was placed on improving critical thinking skills of the students through literature and writing activities and lessons. Major solution strategies developed involved coaching and conferencing observations by the English supervisor, with questioning patterns and student-centered activities as the focus for those lessons. Through teacher networking and staff development through individual planning as well as school, district, and state workshops, the English department improved test scores, increased student autonomy, and fostered greater critical thinking in the students. In addition, teachers became more student centered in their instruction. Twelve appendixes, covering various data related to and derived from the research study, are attached. (HB)

Descriptors: Class Activities; Classroom Research; Classroom Techniques; *Critical Thinking; English Curriculum; *English Instruction; High Schools; High School Students; *Literature Appreciation; Teaching Methods; Thinking Skills; *Writing Instruction

Identifiers: English Teachers; Marlboro Township School District NJ

Record - 414

DIALOG(R)File 1:ERIC
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ED355475 CS011222
Utilizing Test Wiseness To Improve Test Scores in Reading for Eighth Grade Students.
Chance, Sandra L.
Jul 1992
90p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG93

A practicum was developed which implemented various strategies to increase consistently below average reading comprehension scores of eighth-grade students. A targeted group of 16 students with middle ranking stanine scores was selected. Objectives included raising reading comprehension scores using task specific strategies, developing a more positive attitude toward reading, and utilizing higher order questioning strategies to increase cognitive skills. Although the targeted students did not show the expected increase in reading comprehension scores, 88% did show some degree of

(cont. next page)

increase. Posttest scores also indicated that overall attitude toward reading was more positive, motivation to read increased, skill in determining the meaning of unknown words through contextual analysis improved, and participation in class discussion utilizing higher order questioning strategies increased. Findings suggest that the utilization of test wiseness strategies could facilitate an increase in comprehension scores on standardized achievement tests. (Twenty-seven references, standardized test results, pre- and posttest instruments, the reading attitude survey, a blank individual reading log, a cloze test, a teacher tally sheet for higher level cognitive thinking, and tables of test results are attached.) (Author/RS)

Descriptors: Grade 8; *Instructional Effectiveness; Junior High Schools; *Junior High School Students; Middle Schools; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; *Test Wiseness; Thinking Skills

Identifiers: Florida (South); *Middle School Students

Record - 415

DIALOG(R)File 1:ERIC
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ED355352 CE063113

Workforce Education and Training Requirements for Communication and Information Technologies at the United States Army Aviation Center.

Cupples, Michael Wayne
Jan 1993
151p.; Doctoral Major Applied Research Project, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Alabama
Journal Announcement: RIEAUG93

A research study identified the work force education and training requirements for communication and information technologies that form the key elements of a human resources development plan at the U.S. Army Aviation Center (USAAVNC), Fort Rucker, Alabama, for the 1990s. Qualitative data were collected from key personnel interviews, discussions by a group of experts, and survey questions. Quantitative data were collected from a survey sample of 198 workers in the Directorate of Training and Doctrine, USAAVNC. Analysis of results using developmental scientific methodology produced four categories concerning communication and information technologies: (1) mission, policies, and plans; (2) applications; (3) worker critical skills; and (4) work force education and training requirements. Results indicated that the mission of USAAVNC must be more clearly understood. Policies must be created for systematic and planned implementation of state-of-the-art communication and information technologies and for development of organization and human resources. A crucial application was an integrated work station. Workers needed cognitive and basic computer skills. Work force education and training requirements were grouped into strategy, scope, standards, and primary critical tasks. Appendixes contain the following: outlines of the U.S. Army Training and Doctrine Command and the USAAVNC mission and organization; instruments; and key elements of the USAAVNC human development resources plan. (Contains 144 references.) (YLB)

Descriptors: Aircraft Pilots; Armed Forces; Aviation Technology; Career Education; *Communications; Computer Literacy; *Educational Planning; Educational Research; *Information Technology; Job Analysis; *Job Skills; *Labor Force Development; Military Personnel; Military Training; Postsecondary Education; Skill Analysis; Skilled Occupations; Technical Education; Technological Advancement

Identifiers: *Army; *United States Army Aviation Center AL

Record - 416

DIALOG(R)File 1:ERIC
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ED355107 SE053391

Improving Mathematics Achievement of At-Risk and Targeted Students in Grades 4-6 through the Use of Manipulatives.

Bryant, Veronica A.
1992
67p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEJUL93

This documents presents a practicum designed to improve mathematics achievement of at-risk and targeted students in grades 4-6 in an upper-middle class suburban community through the use of manipulatives. The primary goal was to provide mathematics manipulatives to teachers that would assist in helping at-risk and targeted students. A secondary goal was to offer teachers and parents other strategies to help the identified at-risk and targeted students. An inservice workshop was conducted to familiarize teachers with teacher-made mathematics manipulatives and strategies that would be used during an 8-month implementation period. Monthly memos, peer tutors, computers, bulletin boards, morning math activities, and parent and teacher surveys were also used. There were 5 behavioral objectives to be attained by at least half of the 65 at-risk and targeted students of the study at the end of the 8-month implementation of the practicum: (1) improvement on students' 1990-1991 and 1991-1992 Program of Studies (POS) scores; (2) improvement on their second and fourth quarter report card grades; (3) improvement on data collected from the end of year survey; (4) improvement in use of mathematics manipulatives; and (5) 4 out of 7 teachers

(cont. next page)

would be able to use mathematics manipulatives to effectively help at-risk and targeted students in identified mathematics objectives. Comparisons of the POS scores and students' grades indicated an increase in test scores and letter grades. Parent surveys collected corroborated the success of the students' progress and use of manipulatives. The results from the teacher checklists and survey indicated frequent use of manipulatives and other strategies. Appendices include teacher and parent surveys, a list of teacher-made manipulatives, a teacher questionnaire, a quarterly data collection sheet, a strengths and weaknesses table, and a log of unexpected events. (MDH)

Descriptors: Academic Achievement; *Achievement Gains; Classroom Techniques; Elementary School Students; Grade 4; Grade 5; Grade 6; *High Risk Students; *Inservice Teacher Education; Instructional Improvement; Intermediate Grades; *Manipulative Materials; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Parent Attitudes; School Surveys; Teacher Attitudes; Teacher Workshops; Teaching Methods

Record - 417

DIALOG(R)File 1:ERIC
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ED355017 PS021189
Using Goal Setting To Enhance Self Esteem and Create an Internal Locus of Control in the At Risk Elementary Student.
Sisco, Sharon S.
Jul 1992
54p.; Master's Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: THESIS (042); TEACHING GUIDE (052)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

Extending over a 14-week period, this study examined the effects of a program designed to enhance the self-esteem of at-risk students by developing an internal locus of control in the students. The program consisted of six major components: (1) a specified vocabulary and format; (2) goal identification and description by students; (3) student evaluation and selection of alternative actions to accomplish goals; (4) student journal writing showing reflective evaluation and identification of successful and unsuccessful behaviors; (5) a scale to evaluate student goals; and (6) peer encouragement through class meetings. The target group consisted of 72 9- to 12-year-old students in two 4th grade and two 5th grade classes. The Piers-Harris Children's Self-Concept Scale was administered as a pretest and posttest, providing the data from which the discrepancy gap for showing improvement in self-esteem was formulated. In addition, serious behavior referrals for the first and second semesters were compared. Results indicated that students' self-esteem improved and fewer severe behavior referrals were necessary. However, attendance was not significantly affected. Related materials are appended. (MM)

Descriptors: Academic Failure; Attitude Change; Behavior Change; Behavior Modification; Critical Thinking; Dropout Prevention; *Elementary School Students; Grade 4; Grade 5; *High Risk Students; Intermediate Grades; Journal Writing; *Locus of Control; Self Actualization; Self Concept; Self Control; *Self Esteem; Student Attitudes; Student Behavior; *Student Journals; Teaching Methods

Identifiers: *Goal Setting; Response Based Writing

Record - 418

DIALOG(R)File 1:ERIC
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ED355006 PS021140
Developing Schools of Choice To Increase Learning Opportunities for Elementary School Children.
Rosado, Robert J.
1992
109p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEJUL93

A program implemented in a school district in central New Jersey was designed to: (1) create at least four magnet school options for elementary school children; (2) reduce the suspension rate at the elementary level; (3) reduce the student referral rate for special education; (4) decrease the number of students requiring basic skills services; and (5) develop a new means of assessing kindergarten students. Over a 10-month period, magnet programs were developed, parents surveyed, and in-service training provided. Programs in science and technology; fine, visual and performing arts; and international studies; and two programs referred to as "Early Childhood" and "An Academy," were developed. Preliminary evaluations of the project showed that its objectives were met. As a result, the project will be expanded to the middle school level. (HOD)

Descriptors: Educational Assessment; *Educational Improvement; Educational Vouchers; Elementary Education; *Elementary School Students; *Feeder Patterns; Inservice Teacher Education; *Magnet Schools; Program Development; Program Effectiveness; Program Implementation; *School Choice; *School District Reorganization; Special Education; Suspension

Identifiers: New Jersey

Record - 419

DIALOG(R)File 1:ERIC
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ED354989 PS021018
Implementing a Training Workshop To Improve Parent Use of Appropriate Home Activities with Kindergarten Children.
Neitzey, Sharon C.
May 1992
104p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

In response to parents' expressed need for appropriate academic strategies to be used at home with their kindergarten children, a series of parent workshops were designed to explain the philosophy of developmentally appropriate practices with children and to train parents to select activities that followed the philosophy. Participating parents were asked to list the activities they shared with their children during the 12 weeks of the program. As part of the first workshop, a home activity list and home activity calendar were explained. The emphasis of the workshop was on choosing a variety of appropriate activities on the activity list, especially in the language area. Parents were shown different ways to use storybook reading effectively and various strategies to develop children's writing ability. The second workshop focused on the areas of math and critical thinking. Models for questioning techniques and suggestions for creative activities were provided. A third workshop was conducted as an opportunity for parents to discuss their successes and difficulties with the activities and to brainstorm for new ideas. A follow-up survey of the parents revealed that the workshops had been successful in training parents to choose appropriate home activities. Parents surveys, a home activity calendar and activity list, and other related materials are appended. (HOD)

Descriptors: Critical Thinking; *Educational Strategies; Kindergarten; *Kindergarten Children; Language Acquisition; *Learning Activities; Mathematics Education; Needs Assessment; *Parent Education; Parent Role; *Parents as Teachers; Primary Education; Program Development; Program Effectiveness; *Workshops
Identifiers: Developmentally Appropriate Programs

Record - 420

DIALOG(R)File 1:ERIC

ED354972 JC930146
Assessment of Faculty Perceptions of Performance Evaluation at Northern Maine Technical College.
Overlock, Terrence H., Sr.; Nellis, Deo
Mar 1992
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Maine
Journal Announcement: RIEJUL93

In response to stipulations in the 1991-1993 collective bargaining agreement between the Maine Technical College System and the Maine Teachers Association Faculty Unit, a committee was formed at Northern Maine Technical College (NMTC) to review and refine the faculty evaluation process. To assess faculty perceptions of the current evaluation practices and criteria, the committee conducted a survey of all 47 full-time faculty at the college. The survey instrument listed potential uses of evaluation results and evaluation criteria and asked respondents to rate the extent to which these items were currently in use at NMTC and the extent to which they should be a part of NMTC's evaluation practices. In addition, respondents were asked to indicate the extent to which certain problems existed in NMTC's evaluation approach. Surveys were returned by 27 faculty for a 57.4% response rate. Major conclusions drawn from the study included: (1) evaluation data should be shared with faculty and coupled with a plan for improvement; (2) the six evaluation criteria highly favored by respondents were classroom effectiveness, curriculum development, reliability, innovative teaching, safety of the teaching environment, and interpersonal communication; (3) the reward system was seen as ineffective; and (4) faculty strongly viewed trust and communication issues as problems needing attention. An analysis of results by academic division, a description of different types of evaluation criteria, a review of the literature on faculty evaluation and teaching excellence, and the survey instrument are included. (PAA)

Descriptors: *Evaluation Criteria; *Evaluation Methods; *Evaluation Problems; *Faculty Evaluation; Questionnaires; School Surveys; *Teacher Attitudes; Technical Institutes; Two Year Colleges
Identifiers: *Northern Maine Technical College

Record - 421

DIALOG(R)File 1:ERIC

ED354902 IR054407
Strategies for Effective Orientation, Training, and Management of Media Center Volunteers.
Dale, Carol A.
Jul 1992
294p.; Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

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The purpose of this practicum was to develop a program for volunteers in an elementary school media center that allowed volunteers to be more independent from the media specialist. Phase I of the program, highlighting school volunteers as Target Group I, included a questionnaire, interviews, delegation of specific tasks, a posted duty roster, an advance scheduling calendar, and a daily time sheet. During that time, the media specialist, with input from the volunteers, developed new procedures and materials, including four complete instructional units, designed to prepared volunteers for maximum efficiency in their work. The main development was a series of videotaped lessons supplemented with information handouts, activity sheets, and pretests, which also served as posttests, and individual progress charts. Four lessons explained basic terminology and the fifth described procedures for a special project. Home volunteers constituted Target Group II, which used a correspondence form of the training program during Phase II. Observations recorded in the media specialist's journal indicated widespread effectiveness of the program. It was concluded that personal factors which arose were often as important to the success of the volunteer program as were the specific organizational strategies implemented. Copies of the training materials produced, graphs of volunteer progress, responses to recruitment efforts, and testimonial letters from volunteers and faculty are included in the appendix, which comprises two-thirds of the document. (KRN)

Descriptors: Catholic Schools; Elementary Education; *Learning Resources Centers; Lesson Plans; *Library Administration; Media Specialists; School Libraries; Teacher Developed Materials; Videotape Recordings; *Volunteers; *Volunteer Training

Record - 422

DIALOG(R)File 1:ERIC

ED354671 EC301848
Meeting the Needs of Parents of Preschool Handicapped Children through Increased Support Services.
Cormany, Ernestine E.
19 Oct 1992
72p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

This practicum report describes development of a system of family support services for 56 parents of preschool handicapped children (ages birth to 3) in an early intervention setting. A preliminary survey was administered to determine family needs. A family support group was then developed which met monthly for fellowship, networking, work projects, and parent education. Individual family conferences were held to develop Individualized Family Service Plans (IFSP). Also, a parent handbook was developed and disseminated to parents. Results of a post-intervention survey indicated significant feelings of increased support and a positive shift in attitude by agency staff from a child-focused approach to a family-centered philosophy. Recommendations to others considering establishing such groups are offered and include: provide transportation and child care, develop a program committee made up primarily of parents to determine the topics and activities, stress a family-centered philosophy in all staff development activities, and have an experienced parent partner help parents prepare for the IFSP meeting. Appendices include the parent survey, a parent letter, a parent support group information sheet, meeting/activity notices, and an IFSP model. (Contains 54 references.) (DB)

Descriptors: Delivery Systems; *Disabilities; *Early Intervention; Family Involvement; *Family Programs; Infants; Needs Assessment; Parent Attitudes; Parent Education; *Parent Participation; Preschool Education; *Social Support Groups; Teacher Attitudes; Toddlers

Identifiers: *Individualized Family Service Plans

Record - 423

DIALOG(R)File 1:ERIC

ED354605 EA024661
The Development of Effective Teaming Practices To Meet the Needs of Seventh Graders.
Deason, Juanita C.
Dec 1992
69p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

Outcomes of a teacher-teaming program that was implemented among seventh-grade teachers at a Florida middle school are described in this practicum report. Training sessions on effective teaming practices were initiated to address the lack of effective teaming practices among the seventh-grade teachers. Eight seventh-grade teachers participated in a 12-week workshop program designed to increase their awareness of students' affective needs. Teachers completed pre- and post-test surveys of teaming effectiveness. After completing the workshop, teachers reported more positive attitudes toward teaming and used teaming practices more frequently. The teacher teams implemented several new programs designed to increase student self-esteem, which contributed to a significant drop in the number of student discipline referrals. Appendices contain student award certificates, team goals, survey data, and a critical thinking checklist.

(cont. next page)

(Contains 11 references.) (LMI)

Descriptors: Grade 7; *Inservice Teacher Education; Junior High Schools; Middle Schools; *Professional Development; Self Esteem; Student Motivation; *Student Needs; Teacher Improvement; Teacher Student Relationship; *Teacher Workshops; *Teamwork

Identifiers: *Florida; Middle School Students

Record - 424

DIALOG(R)File 1:ERIC

ED354543 CS213718

Improving Writing Skills in Alternative High School English Classes through Writers' Workshops.

Mouritzen, Gaye S.
1993
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

A practicum, in an alternative high school work setting, was designed to deal with the problem of a deficiency in the writing ability students needed to express themselves skillfully and adequately. The goal was to increase writing involvement and writing ability. The objectives included the organization of a writing program, the improvement of written communication for various purposes, an increase in writing participation and quality, and a lessening of writing apprehension with an increase in positive attitudes. The implemented solution centered on the initiation and operation of writers' workshops, utilizing process writing, modification of the teacher's role, student-centered classrooms, and student selection of topics and projects. The main idea in the workshop was for much writing to take place in an environment that encouraged participation, writing improvement, and risk-taking. This represented a start toward bringing needed change to the writing program of the school. The overall increase in writing quality was not documented, but a positive movement was seen in the lower section of the assessment range. More time may be needed to show an increase. The degree of participation, the amount of work accomplished, and the improvement in many attitudes was refreshing. The idea of a safe environment was fulfilled, and much writing took place with the students beginning to assume ownership of their own work and their learning. (Two tables of data are included; 38 references, a questionnaire, and a perception survey are attached.) (Author/RS)

Descriptors: High Risk Students; High Schools; Instructional Effectiveness; Nontraditional Education; Teacher Role; Workshops; *Writing Attitudes; *Writing Improvement; *Writing Instruction; Writing Skills

Identifiers: Process Approach (Writing)

Record - 425

DIALOG(R)File 1:ERIC

ED354495 CS011202

Staff Development for Selecting Appropriate Text for At-Risk Readers in the Primary School Program.

Embry, Julia E.
1993
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

A practicum was designed to devise a system of literacy instruction to train teachers to select appropriate text for at-risk students by an authentic assessment of the 'running record' as a starting point for meeting the literacy needs of each individual student. (The 'running record' is a written record of the student's reading as observed and recorded by the teacher.) The system was constructed in a staff development inservice which involved a period of 15 weeks. Inservice training sessions on the running record were developed; pre- and post-questionnaires and the Theoretical Orientation to Reading Profile were administered to the teachers; pre- and post-running records and writing samples of the at-risk students were administered; demonstration literacy lessons were prepared for the teachers; and teachers were assisted in selecting appropriate text for at-risk students. Analysis of the data revealed that after the inservice training on the running record and early literacy sessions, the teachers were able to select appropriate text for the at-risk student. The key factor in the accomplishment of the practicum was the literacy inservice training sessions attended by the teachers. (Three tables of data are included; 38 references, the pre- and post-assessment teacher interview, and a sample running record are attached.) (Author/RS)

Descriptors: Afterschool Programs; Elementary School Students; *Faculty Development; *High Risk Students; *Inservice Teacher Education; Primary Education; Reading Achievement; *Reading Material Selection; Staff Development; Student Evaluation

Identifiers: Text Factors

Record - 426

DIALOG(R)File 1:ERIC

ED354439 CG024781

Development and Implementation of an AIDS Prevention Program

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for African-American Women at a Child Care Center.
Moten-Tolson, Paula
1992
72p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL93

This program was designed to provide Acquired Immune Deficiency Syndrome (AIDS) prevention education for African-American women of child bearing age at a child care center which serves low income high risk families. The primary goal was to reduce the risk of African-American women at the child care center for contracting the Human Immunodeficiency Virus or AIDS and to reduce the risk of these women transmitting the disease to their future offspring. Although the workshops were originally targeted to parents and staff at the agency, no parents attended the first session so the sessions were closed to staff only. The ethnic composition of the sessions included 15 African-Americans, two Caucasians, two Asians, and one Persian. The age range of the women was 21 to 54 years old. Participants included teachers, teacher assistants, supervisors, office managers, social workers, and a mental health consultant. Five workshops were presented on the following topics: facts about AIDS/HIV; feelings and attitudes; meeting a person with HIV/AIDS; processing feelings (i.e., integrating the factual, emotional and social aspects of HIV/AIDS) and reviewing prevention; and an AIDS awareness assessment. Analysis of the data suggested that at least 14 or more African-American women of child bearing age at the agency have sufficient knowledge about AIDS and skills in risk reduction behaviors. The women's enthusiastic responses in the small group discussions suggests that they are committed to disseminating AIDS awareness information throughout the child care center communities. The appendixes include the preliminary survey form as well as other assessment forms with responses. (ABL)

Descriptors: •Acquired Immune Deficiency Syndrome; •Blacks; •Child Caregivers; •Day Care Centers; Employees; •Females; Health Education; Mental Health Workers; •Prevention; Program Effectiveness; Social Workers; Teachers
Identifiers: •African Americans

Record - 427

DIALOG(R)File 1:ERIC

ED354434 CG024776
Improving the Coping Skills of Inner City Elementary Children of Alcoholic, Abusive Parents by Implementing Group Counseling and Alcohol Education.
Steward, Cherie A.
1993
109p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL93

The goal of this group counseling and alcohol education program was that inner city elementary children whose parents frequently drink alcohol would possess knowledge and techniques to help them to cope with their parents' drinking. It was also expected that parents and school personnel would acquire the training and skills to effectively assist these children through their anger and ability to develop effective coping skills at home and in school. Students were self-selected and met each week in seven counseling groups of five students each. Alcohol education training sessions were held for teachers, parents, and groups with students. Weekly 1-hour workshops were held for participating parents. At the end of the year-long program 21 parents were given the Parent Post Questionnaire; 19 teachers were given the Teacher Post Questionnaire; and 35 students were given the Student Post Questionnaire. The overall results of the program were positive with 85% of the elementary students being able to effectively cope with the parental alcoholism. Further analysis indicated that 85% of the teachers could effectively assist pupils in coping with the parental alcoholism. Also, 85% of the parents reported improved communication with their children. The group counseling and alcohol education were positive experiences for all of the students, parents and participating teachers. The initial individual consultations with teachers set the stage for a cooperative partnership between the teachers, students, parents, and program leader. The pre/post questionnaires are appended. (Contains approximately 120 references.) (ABL)

Descriptors: •Alcohol Education; Alcoholism; •Child Abuse; •Coping; Counseling Effectiveness; Elementary Education; •Elementary School Students; •Group Counseling; •Parent Child Relationship; Parent Counseling; Parents; School Counseling; Teachers; Urban Youth

Record - 428

DIALOG(R)File 1:ERIC

ED354415 CE063168
The Development of a Survey Instrument To Assess the "Learning How To Learn" Knowledge and Skills of Adult Educators in the Department of Adult Education in Anderson County.
Newman, Michael K.
Nov 1992
55p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; South Carolina
Journal Announcement: RIEJUL93

The purpose of this study was to develop a survey instrument that could be used to determine the degree to which faculty members perceive themselves to have knowledge and skills that they can use to help their adult students learn how to learn. Informal surveys of students at the Anderson Adult Education Center in South Carolina, which has a high dropout rate, indicated that students dropped out primarily because they found the subjects that they studied uninteresting and unhelpful. The center's director, however, believed that a large part of the problem was due to learning difficulties or a lack of "learning how to learn" knowledge and skills on the part of these students, and this idea led to the development of a survey instrument constructed to identify perceived strengths and weaknesses of the center faculty as regards their ability to model and teach their adult students the art and science of learning. Steps in the process included the following: a literature review that revealed that students need "learning how to learn" skills more than ever; creation of a draft of a survey instrument and its review by a panel of experts; sampling of the instrument with some faculty groups; and creation of the final version of the survey. The completed instrument is expected to be administered to all 16 faculty members of the center as soon as feasible and the results used to create a training program to meet their perceived needs as they go about educating their adult students. (The report includes the survey form and 47 references.) (KC)

Descriptors: •Adult Basic Education; •Adult Educators; Andragogy; Cognitive Processes; Educational Needs; High School Equivalency Programs; Learning Disabilities; •Learning Strategies; •Measures (Individuals); •Needs Assessment; •Professional Development; Research Methodology; Surveys; Teaching Skills

Identifiers: •Anderson Adult Education Center SC; South Carolina (Anderson County)

Record - 429

DIALOG(R)File 1:ERIC
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ED354374 CE063101

Development of an Inservice Training Program for Health Care Professionals Working with Pediatric Patients To Increase Awareness of Needs and Concerns of Such Patients.

Crovella, Janiece A.
1992
59p.; Master of Science Practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUL93

Because hospitalization is often a frightening and traumatic experience for children and their families, a practicum designed a system of inservice training experiences for hospital personnel. These experiences were intended to enhance or develop skills that would assist them in addressing the needs and concerns of hospitalized children and their families. The practicum was conducted in a 286-bed, private acute care medical center. Issues addressed included needs and concerns of ill children, communication skills, separation anxiety, pain management, and preparation for procedures. Methods of presentation included written materials and clinical supervision. The plan was implemented within one hospital department as a prototype program. Results of the practicum indicated positive changes in staff behaviors and an increase in the level of staff comfort in working with pediatric patients. (Appendixes to the report include employee sample surveys concerning needed workshops addressing pediatric issues, current department practices, and staff level of comfort. A sample evaluation form is also included.) (Contains 14 references.) (Author/KC)

Descriptors: Behavior Change; Communication Skills; •Hospital Personnel; •Medical Services; On the Job Training; •Outcomes of Education; •Pediatrics; Postsecondary Education; Program Effectiveness; •Staff Development; Workshops

Record - 430

DIALOG(R)File 1:ERIC
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ED353905 HE026163

Development of the Contents of an Orientation Program for Nurses New to College Health Services.

Rockoff, Sheila G.
Nov 1992
88p.; Ed.D. Practicum, Nova University. For a related report, see HE 026 162.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN93

This paper reports the development of a structured college health services orientation program manual for new staff nurses at Rancho Santiago College (RSC) in California. The orientation manual is intended to communicate detailed performance expectations, role responsibilities, institutional and departmental policies and procedures and to facilitate a smooth transition and adaptation in a short period of time for new staff. RSC is a large urban Southern California comprehensive community college with approximately 43,000 students and 2 Health and Wellness Centers. The study employed a literature review, a survey of other California community college health services, a modified Delphi technique for data collection, and a panel of RSC health services staff judges

(cont. next page)

for evaluation during product development. The literature review indicated the importance of a structured orientation program. The survey of other institutions found that many components of orientation recommended in the literature were already being implemented, while others were not. The participation of the staff panel of judges fostered awareness of the need for such a manual. The orientation manual that was finally developed included a contents listing, a skills inventory, an orientation checklist, and an orientation evaluation form. Appendixes contain the survey questionnaire, the manual contents list, skills inventory, orientation checklist, orientation evaluation, and survey raw data results. Includes 42 references. (JB)

Descriptors: Administrative Policy; Community Colleges; *Guides; Higher Education; Material Development; *Nursing Education; *Participation; *Policy Formation; Public Colleges; *School Health Services; School Policy; *Staff Orientation; Staff Role

Identifiers: *Rancho Santiago Community College District CA

Record - 431

DIALOG(R)File 1:ERIC
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ED353904 HE026162
Development of the Contents of a College Health Services Policy and Procedure Manual.
Rockoff, Sheila G.
Jan 1992
46p.; Ed.D. Practicum, Nova University. For a related report, see HE 026 163.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; California
Journal Announcement: RIEJUN93

This study sought to clarify the appropriate content of a policy and procedures manual for college health services at Rancho Santiago College (RSC) and to involve the health services staff in developing such a manual. RSC is a large urban Southern California comprehensive community college. The study proceeded with a literature review, a modified Delphi technique for data collection, and a panel of judges for formative and summative evaluation during product development. The panel members were selected from the RSC health services staff in order to promote staff participation. The objectives of the study were met in the following ways: (1) panel members were able to identify what policies and procedures were needed by health services staff members to establish standards and uniformity in performance of role expectations and responsibilities; (2) the design of the study provided staff participation which resulted in a sense of ownership in the product; (3) the study increased staff awareness of the need for a departmental policy and procedures manual; (4) the study facilitated staff interest and motivation in the formation of the manual; and (5) the final table of contents developed included the identified policies and procedures that the staff felt were needed. The table of contents itself is appended. Includes 35 references. (JB)

Descriptors: Administrative Policy; Community Colleges; *Guides; Higher Education; Material Development; *Participation; *Policy Formation; Public Colleges; *School Health Services; School Policy; Staff Development; Staff Role

Identifiers: *Rancho Santiago Community College District CA; *Tables of Contents

Record - 432

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts reserv.

ED353737 EC301768
A Study To Determine Acceptable Curriculum Guidelines for Earning an ESE Culinary Arts Certificate.
Donnarumma, Leopold J.
Sep 1992
56p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN93

This practicum involved designing a special program for a target group of 19 high school Exceptional Student Education students enrolled in a culinary arts vocational program to build and maintain basic culinary arts skills. The program, intended to enable them to qualify for the Florida culinary arts completion certificate, was designed by the vocational education teacher in cooperation with the special education/resource teacher. The students were instructed in 8 of the 15 competencies included in the Florida state requirements, and were given intense verbal practice for culinary arts vocabulary and repetitive psychomotor practice with verbalization for weights/measures procedures and cooking/preparation techniques. Areas of competency included: cutting julienne style; chopping and dicing; slicing, shredding, and grating; knowledge of mire poix (a technique used in the preparation of sauces); breading procedures; sauteing and deep frying; using weights and measures; and practicing sanitation, safety, and hygiene. Results indicated the students were able to perform 80 percent of the 8 competencies successfully, and it is projected that the students could also master the remaining competencies. Development of a special curriculum with different exit points which correlate with specific jobs in the culinary industry is recommended. Appendixes contain a student flow chart, a curriculum framework, expected competencies, and an assessment form. (Contains 26 references.) (Author/JDD)

Descriptors: Competency Based Education; Cooking Instruction ; Curriculum; *Disabilities; Food Service; *Food Instruction;

(cont. next page)

High Schools; High School Students; Instructional Effectiveness; Learning Disabilities; Mild Mental Retardation; Program Development; •Psychomotor Skills; Special Education; •Teaching Methods; •Vocabulary Development; •Vocational Education; Work Sample Tests
Identifiers: Florida

Record - 433

DIALOG(R)File 1:ERIC
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ED353352 UD029014
Slaying the Childhood Dragons: Empowering Hispanic ESOL High School Students for Achievement through Small Group Acculturation Modules.
De Vries, Daniel
1992
222p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93
Target Audience: Teachers; Practitioners

A study was done to develop and evaluate a program designed to improve the academic and personal achievement of Hispanic American high school students. The study posited that the causes of Hispanic American students' belief that they could not achieve were: (1) dysfunctional learned behaviors; and (2) acculturation difficulties. Using findings on dysfunctional families, a 16-session biweekly small group module was developed to address students' learned behavior and acculturation difficulties. Themes of acculturation, personal growth, academic success, and professional development were included along with an achievement strategy. Nine of 11 volunteer students finished the program. Results were measured using pretests and posttests, attitudinal surveys, student journals, homework assignments, and a final student written report. Three students experienced a slight overall positive difference in attitude, and six students experienced negative changes. The negative variation was interpreted to mean that the program made the students aware of their own problems. In addition, students did not show the expected positive cognitive improvement in their grades on tests administered during the program. Appendixes contain the Family Drinking Survey, the Recovery Potential Survey, the short essay test sample, and a form for entering students' results. Included are 7 tables, 1 figure, and 121 references. (JB)

Descriptors: Academic Achievement; •Acculturation; Compensatory Education; •English (Second Language); High Schools; •High School Students; •Hispanic Americans; •Individual Development; Practicums; Program Evaluation; Program Implementation; Second Language Learning; Small Group Instruction; Spanish Speaking; Student Attitudes
Identifiers: Dysfunctional Behavior; •Hispanic American Students; •Student Empowerment

Record - 434

DIALOG(R)File 1:ERIC
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ED353198 SO022719
Building a Sense of Community in the School Setting.
Garrett, Shirley A.
Aug 1992
104p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93
Target Audience: Researchers

This paper describes a strategy that was developed to help elementary school students to become more interested, involved, and accepted in school. The strategy involved a pen pal project in which students wrote to other students at an elementary school who were in other classes and at different grade levels. The idea was presented as a fun activity, and teachers also were able to incorporate critical thinking skills into the letter writing project. The project fit very easily into the school curriculum. The results of the project showed an increase in students' positive attitudes toward school, classmates, friends, and teachers. Sixty-eight percent of the students surveyed reported that the writing project made a difference in their perceptions of the school. Ninety percent enjoyed becoming acquainted with another person not in the same classroom. Appendices include pre and post implementation student climate surveys, pre and post implementation teacher climate surveys, and a letter of intent to parents. (DB)

Descriptors: Classroom Communication; •Classroom Environment; Educational Environment; Educational Objectives; Elementary Education; Elementary School Students; Learning Activities; Learning Strategies; Self Esteem; Student Educational Objectives; •Student Projects; Teaching Methods
Identifiers: Pen Pals

Record - 435

DIALOG(R)File 1:ERIC
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ED353193 SO022557
Culture; beyond Our Control, but Not beyond Our Awareness: A Staff Development Program.
Santiago, Elizabeth D.

(cont. next page)

Jun 1992
65p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93
Target Audience: Administrators; Practitioners

This practicum concerned a staff development program designed to promote cultural awareness among the staff members of a high school. The program consisted of three 2-hour sessions of intensive workshops that focused on: (1) the definition of culture; (2) nonverbal communication; and (3) the influence of culture in language development and social integration. The sessions were followed by three weekly 1-hour meetings in which participants shared experiences, concerns, and creative ideas as they implemented the skills learned at each session. During implementation, participants were required to select a limited English proficient (LEP) student to work closely with, for exposure and as a case study. At the end of the program, the student (case study subject) narrated participant's application of knowledge. An analysis of all the objectives and case studies revealed mastery of cultural awareness by the target group. Appendices include needs analysis instruments, training session outlines, pretests, posttests, and evaluation instruments. (Author/AA)

Descriptors: *Cultural Awareness; Cultural Education; English (Second Language); High Schools; Inservice Education; Multicultural Education; Nonverbal Communication; Second Language Instruction; *Staff Development

Record - 436

DIALOG(R)File 1:ERIC
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ED353192 SO022556

A Curriculum Design for Teaching Theater History in the High School.

Cook, Patricia F.
9 May 1992
84p.; Master's Thesis, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

This practicum report describes a curriculum model of student-centered activities that increase knowledge and improve student attitudes during the study of theater history. The target group was comprised of 30 second year drama students in a suburban high school. The model contains five strategies for increasing knowledge and improving attitude: small/large group interaction, viewing and listening activities, practice and drill, research, and a collaborative public performance project. Success of the practicum was measured through the use of checklists, anecdotal records, rating scales, observation, and teacher prepared tests, the results of which were compared to the objectives. (Author)

Descriptors: *Curriculum Design; Curriculum Research; High Schools; History; History Instruction; Instructional Development; *Learning Strategies; *Student Centered Curriculum; Teaching Methods; *Theater Arts

Record - 437

DIALOG(R)File 1:ERIC
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ED353060 PS020987

Improving Parent Participation by Reducing the Barriers That Inhibit Their Forming a Partnership with the School.

Seldon-Amos, Brenda
1992
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

Many parents of children at risk for failure do not participate in school-related activities. Some parents have a negative view of all school contacts. This practicum examined ways to engage parents of children at risk of failure in informative and self-help experiences that helped the parents feel more connected with the school experience. Eight monthly newsletters and eight parent group forums were used to reduce parents' frustration and increase their participation. The newsletters provided information to parents and also provided an opportunity for parents to share topics of interest to them. The group meetings gave parents the opportunity to identify and discuss issues. Among the objectives were that parents would: (1) report a better understanding of child development issues; (2) increase their positive input into their children's academic lives; and (3) increase their participation in school-related activities and parent teacher conferences. All objectives were met. The parent questionnaire, parent group appraisal form, and other forms are appended. Contains a list of 44 references. (SM)

Descriptors: Family School Relationship; Group Activities; *High Risk Students; Intermediate Grades; *Newsletters; Parent Attitudes; *Parent Participation; *Parent School Relationship; Parent Teacher Conferences; Parent Teacher Cooperation; Questionnaires; Social Support Groups

Identifiers: *Barriers to Participation; Partnerships in Education

Record - 438

DIALOG(R)File 1:ERIC

ED353054 PS020909
Toward an Effective Parenting Partnership for Children in Child Welfare Agencies and Foster Parent Programs.
MacLean, Ian N.
1992
62p.; Master's Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

This practicum was designed to improve the level and quality of involvement of foster parents and social workers in the development of timely and compliant foster care plans at a child care agency in Ontario. The writer developed: (1) an agency policy that defined the unique relationship between foster parents and the child welfare agency and mandated the involvement of foster parents and the enhancement of the partnership relationship through a foster care plan; (2) an improved foster care plan format; (3) clear job descriptions for both social workers and foster parents; (4) a protocol for the development of foster care plans; and (5) tools for measuring the level and quality of foster parent involvement. A 4-hour training session was developed to train a group of 4 social workers and 10 foster parents. Also developed were exercises designed to obtain feedback from the social worker and foster parent after the completion of the foster care plan. Post-test results indicate improvements by those participating in the project with over 70% of the parents indicating a high "level" of involvement and 100% indicating a high "quality" of involvement. The appendices contain a statement describing the partnership relationship, a foster care plan format, and various instruments used to measure the level and quality of foster parent involvement. (SM)

Descriptors: Child Welfare; *Cooperative Planning; Foreign Countries; *Foster Care; Foster Children; *Foster Family; *Parent Participation; Policy Formation; Social Agencies; *Social Workers
Identifiers: Ontario; *Partnerships

Record - 439

DIALOG(R)File 1:ERIC

ED352985 IR054337
Developing an Active Media Center in a Jewish Day School K-8 through Creative Management.
Singer, Rhona
1992
171p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

The practicum described in this report was designed to create a dynamic, functional media center with an interdisciplinary library skills program for students in kindergarten to grade 8 in a private Jewish day school in a residential neighborhood in a southeast coastal city enrolling 300 students. An additional goal was to use volunteers to organize the library collection. During the 8-month implementation period, the media center was brought to life with mobiles, student art work, murals, and posters. Chess games enlivened recess periods. A library skills game, a personalized library skills workbook, and special displays helped stimulate interest in the media center. More than 2,000 books were added to the collection, including a student-donated paperback collection of more than 500 books. A group of dedicated volunteers helped organize and maintain the collection. Parents visited frequently and utilized the center. A three-year plan was created to help acquire technological equipment. Observation, checklists, quizzes, and questionnaires, as well as frequent statistical counts, were used to determine the increase in the use of the resources. The report includes tables displaying information about the media center's budget, weekly circulation increases, and volunteer activities. Copies of library skills quizzes, the 3-year plan, and pre- and posttests given to staff and students to determine improvement in library skills are among the items appended. (Contains 35 references.) (Author/KRN)

Descriptors: Audiovisual Aids; Elementary Education; Evaluation; *Learning Resources Centers; *Library Collection Development; Library Expenditures; Library Planning; *Library Services; Library Surveys; *Parochial Schools User Needs (Information); Volunteers
Identifiers: *Jewish Day Schools

Record - 440

DIALOG(R)File 1:ERIC

ED352928 IR015859
Improve Teachers' Knowledge of How To Use Curriculum Related Video through Staff Development in an Elementary School.
Pullen, Earnestine J.
12 Sep 1992
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

(cont. next page)

The goal of this practicum, which was achieved through staff development instructional programs and follow up experiences over a three month period, was to improve the knowledge of elementary school teachers in how to use curriculum related video. TV/video systems and educational programs were utilized to stimulate the critical thinking process of students in interdisciplinary subject areas. Initial and terminal assessments were made to determine if the expected outcomes were met. The teachers' performances and attitudes were reflected in measurement instruments, i.e., a teacher checklist, observation, and weekly circulation reports. The specific objective that was accomplished was that 20 out of 40 teachers at the work setting felt that they could effectively use video equipment and programs as part of their instructional program. Five appendices contain: a form for reporting daily media and equipment circulation; questionnaires designed to determine teachers' attitudes toward using curriculum related video programs and their reactions after using such programs; and questionnaires eliciting information on the teachers' perceptions of the usefulness of videos and their assessment of the inservice course. Six tables display the findings of this study. (Contains 17 references.) (ALF)

Descriptors: Critical Thinking; Critical Viewing; •Curriculum Enrichment; Educational Technology; Educational Television; Elementary Education; Elementary School Teachers; •Inservice Teacher Education; Interdisciplinary Approach; Questionnaires; •Staff Development; •Teacher Attitudes; Television Viewing; •Video Equipment

Record - 441

DIALOG(R)File 1:ERIC
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ED352845 FL020883

Teaching Enrichment Strategies to Limited English Proficient Students in Elementary Grades.

Fernandez, Geraldine
Jun 1992
58p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

A study investigated the effectiveness of enrichment activities in developing the language proficiency, comprehension, and critical thinking skills of limited-English-proficient (LEP) children. Subjects were 19 LEP students (out of an original group of 21) in kindergarten through grade 5, who participated in enrichment activities including cooking, field trips, arts, computer activities, and cooperative group projects, all related to fish and pond life. Subjects participated in 30-minute sessions held twice a week over a period of 10 weeks. At the end of the treatment period, posttest scores in oral English proficiency and critical thinking skills were compared with pretest scores. The great majority of the subjects gained at least a 25% raw score increase in verbal language and a 25% increase in class participation as determined by teacher observation. All felt increased self-esteem and all increased critical thinking skills, using the Ideal Oral Language Proficiency Test and the Woodcock Johnson test for measuring critical thinking skills. It is concluded that such enrichment activities, when coupled with strategies to develop thinking skills, increase LEP student use of English. A 17-item bibliography is included. The LEP student survey form used to elicit information from teachers, student self-evaluation sheet, weekly teacher-researcher conference sheet, and parent permission form are appended. (MSE)

Descriptors: Art Activities; Computer Oriented Programs; Cooperative Learning; Critical Thinking; Elementary Education; Elementary Schools; Elementary School Students; •English (Second Language); •Enrichment Activities; Field Trips; Instructional Effectiveness; Language Proficiency; Language Skills; Language Tests; •Limited English Speaking; •Listening Comprehension; Second Language Instruction; •Self Esteem; Self Evaluation (Individuals); Skill Development; •Student Participation; Surveys; Testing; Thinking Skills

Record - 442

DIALOG(R)File 1:ERIC
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ED352800 EC301734

Increasing Clinicians' Diagnostic Knowledge Base by Development of Assessment and Evaluation Criteria for Severely Emotionally Disturbed Children and Adolescents with Substance Abuse Problems.

Burnett, Milton
21 Oct 1992
63p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Hampshire
Journal Announcement: RIEMAY93

This practicum was designed to evaluate the needs of clinicians in identifying substance abuse issues in severely emotionally disturbed children and adolescents, and its dynamics in their family histories. This writer designed and administered pre and post questionnaires to both professional and paraprofessional staff members to evaluate attitude and feelings toward substance abusers; organized two group discussions to discuss perceptions of this population and knowledge about them; met with some staff members individually, and proposed psychoeducational needs for groups. Analysis of the data revealed that there was a lack of motivation in pursuing substance abuse histories unless there

(cont. next page)

was a specific referral for that purpose. Clinical information was limited, and there was a realization that more needed to be done to address the needs of this population. Psychoeducational groups were implemented, self-help groups are now seen from a different perspective, and diagnostic protocols are being established. (Contains 34 references.) (Author)

Descriptors: Adolescents; Children; *Clinical Diagnosis; *Emotional Disturbances; *Inservice Education; Intervention; *Knowledge Level; Nurses; Psychiatric Hospitals; Psychoeducational Methods; Psychologists; Self Help Programs; Social Workers; *Substance Abuse; Therapy

Record - 443

DIALOG(R)File 1:ERIC
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ED352761 EC301691

Increasing the School Psychologist's Use of Developmentally Appropriate Assessment Procedures When Evaluating Preschool Children by Developing and Implementing a Training Program for Practitioners.

Fink, Barbara B.
22 May 1992
102p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

This practicum addressed the need to provide training and experiences for school psychologists serving preschool children and their families. The practicum involved preparing and presenting inservice training to special education cooperative preschool assessment teams. Inservice training sessions covered: multidisciplinary, interdisciplinary, and transdisciplinary play-based assessment; flexibility of the Battelle Developmental Inventory; using observations in assessments; role of a facilitator and team members; parent participation in assessment; sharing observations and information; labeling; making recommendations; and writing a team evaluation report. Trainers of school psychologists were encouraged to increase courses and experiences available to students who were interested in serving preschool children and their families. Data from individuals attending the inservice training sessions indicated that the sessions were successful in increasing participants' understanding of assessment. (Approximately 50 references.) (Author/JDD)

Descriptors: *Disabilities; Evaluation Methods; Handicap Identification; *High Risk Students; *Inservice Education; Measures (Individuals); Postsecondary Education; Preschool Education; Professional Education; *Psychological Evaluation; *School Psychologists; *Student Evaluation; Teamwork; Training

Record - 444

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED352599 CS011079

Improving Communication Skills of First Grade Low Achievers through Whole Language, Creative Drama, and Different Styles of Writing.

Flennoy, Audrey J.
1992
71p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

This paper describes a practicum designed to give 12 low-achieving first-grade children more time to improve their communication skills, to promote knowledge development, and to motivate children to become enthusiastic about the reading and writing process. Whole language, creative drama, and different styles of writing were utilized in the classroom to accomplish the practicum outcomes during a 3-month period. Checklists, questionnaires, and surveys were used in collecting data. Data showed that: (1) children chose books when their work was completed; (2) they read orally in groups and independently, and could relate many of their favorite stories because the classroom was encompassed with books; and (3) their writing activities reflected a variety of experiences. (Eight tables of data are included. Five appendixes contain a checklist for basal reader problems, teacher questionnaire, checklist for writing, attitude toward reading survey, and survey questions for teachers.) (Author/SR)

Descriptors: Classroom Environment; *Communication Skills; *Creative Dramatics; *Grade 1; *Low Achievement; Primary Education; Reading Attitudes; Student Attitudes; Student Motivation; *Whole Language Approach; Writing Attitudes

Identifiers: Communication Strategies

Record - 445

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED352459 CE062542

Using Businesses as On-Site-Schools To Increase Academic Achievement and Develop Employability Skills of At-Risk Students.

Rippner, Mary
Jul 1992
69p.; M.S. Assignment, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English

(cont. next page)

Document Type: DISSERTATION (040); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAY93

The Businesses as On-Site Schools (BOSS) program was established as a dropout prevention effort combined with employability training for at-risk high school students. The setting was a vocational/educational alternative center in Florida. Businesses were contacted, and verbal intent to provide on-the-job training and an onsite mentor was established. Fifteen students interested in job openings completed the application requirements and interviewed with the business partner. Once matched with a business partner, the student, researcher, and mentor began to look at possible job training skills exclusive to the job site and the development of employability skills. These three participants also coordinated academics and work-related experiences. Students were required to attend academic classes in the morning to participate in on-the-job training in the afternoon. A formative evaluation was completed 2 weeks after program implementation. The summative evaluation involved calculating students' grade point averages prior to BOSS enrollment and determining entry-level employability skills. Results indicated an improved level of employability skills, significant level of promotion to the next grade level, improved grade point average, awareness of school-to-work relationship, and a self-evaluation of educational achievement and career opportunities. (Appendixes include 26 references, evaluation instruments, position and job description, anecdotal records, and training agreement.) (YLB)

Descriptors: Academic Achievement; *Cooperative Education; Corporate Support; *Dropout Prevention; Education Work Relationship; *Employment Potential; High Risk Students; High Schools; High School Students; *On the Job Training; *Potential Dropouts; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Vocational Education; *Work Experience Programs

Record - 446

DIALOG(R)File 1:ERIC

ED352211 PS021074

Increasing Personal Efficacy of Parents, Guardians, and Caregivers of Preschool Children through Empowerment Activities.

Stowers, Mary M.
1992
88p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum paper describes an intervention to help parents increase their sense of empowerment. Expected outcomes of the intervention were that parents would: (1) increase their knowledge of concepts related to empowerment, such as control and nurturance; (2) experience a shift from an external to an internal locus of control; (3) observe an increase in autonomy in their children; and (4) decrease their need to control their children. The intervention consisted of a training session at which information on decision making, control, nurturance, and empowerment was presented. After the session, activity sheets were sent on a weekly basis to parents. These sheets described activities, such as affirming positive feelings and setting goals, that foster the development of a sense of empowerment. The intervention concluded with an interview of the parents. Outcomes were measured by 10-item pre- and post-tests, a checklist of beliefs about external or internal control, an autonomy scale for children, and a survey of attitudes toward children. Results of these measures indicated that none of the four expected outcomes was met. However, parents reported some worthwhile outcomes of the intervention. A 21-item reference list is provided. Appendices include copies of the measures used to assess the results of the intervention and copies of the activity sheets used during the intervention (BC)

Descriptors: Check Lists; *Locus of Control; *Parent Child Relationship; Parent Education; Parent Materials; *Parents; *Personal Autonomy; Preschool Children; Preschool Education; Questionnaires; *Self Efficacy

Identifiers: Emotions; Nurturance; *Parent Empowerment; Parenting Styles

Record - 447

DIALOG(R)File 1:ERIC

ED352185 PS020985

Improving Motor Skill Development for Toddlers and Preschoolers through Planning and Teacher Involvement.

Treme, Cindy Gehron
1992
83p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum report describes an intervention designed to increase opportunities for children in a day care center and preschool to practice gross motor skills, and to help teachers gain confidence in their ability to foster children's maturation. It was expected that as a result of the intervention, 50 of 70 children would participate in gross motor outdoor play on a daily basis, and that 5 of 7 teachers would plan gross motor experiences and playground activities for children. The 12-week intervention involved: (1)

(cont. next page)

improvement and acquisition of playground equipment; (2) provision of gross motor lesson plans and a reference list about gross motor play; (3) an in-service training session on child and gross motor development; (4) teacher meetings with the center director for planning a gross motor curriculum; (5) a newsletter to parents describing the intervention; and (6) teacher meetings to discuss problems and successes in the program. Outcomes were measured by pre- and postintervention teacher surveys and observations of children. Observations indicated that more than 50 children participated in gross motor outdoor activities on a daily basis. All teachers gave an above-average response to survey indicators that measured their perceptions of their own level of training and ability. Twelve appendices include various forms and planning guides used in the intervention and other relevant materials. (BC)

Descriptors: Curriculum Development; Day Care; Early Childhood Education; Inservice Teacher Education; *Motor Development; Outdoor Activities; Physical Fitness; *Play; Playground Activities; *Preschool Children; Preschool Education; *Preschool Teachers; *Psychomotor Skills; Surveys; Teacher Attitudes; *Toddlers

Record - 448

DIALOG(R)File 1:ERIC
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ED352174 PS020971

Easing Transitions in a Private Child Care Setting through Workshops, Conferences, and Follow-Up Activities with the Cooperation of Teachers and Parents.

O'Brien, Pamela J.
1992
74p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum report describes an intervention to improve children's experiences of transitions to and from a day care center and from one activity to another throughout the day. Training workshops for parents and staff were held for 32 weeks. The purpose of the training, which included lectures for large groups and meetings for small groups, was to improve the consistency and effectiveness of adult-child interactions during transition times. Evaluations completed by staff and parents identified the 10 children who experienced the greatest adjustment problems during transition times. Pre- and postintervention ratings of children by parents and staff indicated that the number of proactive behaviors of the 10 selected children increased over the course of the intervention. Parents reported fewer stressful incidents with their children after the training than before the training. Staff reported a greater use of strategies to help children adjust to transitions after the intervention than before the intervention. A reference list of 71 items is provided. Appendices include pre- and postintervention rating scales for parents and staff, a description of a school policy on children's separation from their parents, a list of strategies to help children adjust to transitions, and a list of 65 references concerning transition times in children's lives. (BC)

Descriptors: Check Lists; *Child Caregivers; Child Rearing; *Day Care; Early Childhood Education; Parent Child Relationship; Parents; *Parent Teacher Cooperation; *Parent Workshops; Program Effectiveness; Separation Anxiety; Staff Development; Teacher Behavior; *Teacher Workshops; Young Children

Identifiers: Caregiver Child Relationship; Child Behavior; *Transitional Activities; *Transition Time

Record - 449

DIALOG(R)File 1:ERIC
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ED352168 PS020959

Infusing Critical Thinking Skills in a School-Age Child Care Program through Specific Staff Planning.

Goore, Selma
1992
68p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

An attempt was made to increase selected aspects of critical thinking skills of children in a school-age child care program through staff planning of specific program activities using typical activities that would normally occur in these programs. Increased staff members' awareness of their role in facilitating the development of children's critical thinking skills was expected. Three staff members at a site that served a maximum of 45 children daily were trained to use problem-solving techniques to implement their daily program, to model problem-solving behavior and the vocabulary of thinking for the children, to structure activities to develop an understanding of the difference between fact and opinion, and to plan opportunities for the children to use a problem-solving approach. By the end of the practicum, monthly programs planned jointly by staff had been implemented. Children showed an increased ability to generate statements of fact and opinion after viewing children's literature and television advertisements, and they used a problem-solving approach to make decisions about their daily program. Fewer children than expected used the vocabulary of thinking, possibly because many were too young for the terminology. These outcomes indicate that it is possible to infuse critical thinking skills into the daily activities of a school-age

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child care program through staff planning. Three tables present study findings. Seven appendixes contain a staff survey; monthly plans before, during, and after the intervention; and observation forms for data collection. (Author/SLD)

Descriptors: After School Programs; Child Caregivers; Children; *Critical Thinking; Decision Making; *Educational Planning; Outcomes of Education; Primary Education; Problem Solving; Program Development; *School Age Day Care; Skill Development; *Staff Development; *Thinking Skills

Record - 450

DIALOG(R)File 1:ERIC
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ED352164 PS020955

Expanding Parents' Comprehension of Developmentally Appropriate Programs Using Improved Observational Techniques and Anecdotal Recording for Better Choices.

Gaffuri, Ann
1992
91p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

An effort was made to expand parents' comprehension of developmentally appropriate programs through increased understanding of teacher observation in the early childhood classroom and teacher anecdotal reporting in family conferences. Corollary aims were to increase knowledge of children's learning styles to enable better school choices, and to encourage parent attendance at educational decision-making workshops. The setting was a racially mixed inner-city preschool demonstration program of 135 children in a large Northeast urban school system. Six workshops were held to introduce developmentally appropriate programs and improve teacher observational techniques and reporting mechanisms. Partnerships involving parents, the coordinator, the director, and the practicum writer and team were established and operated as an information resource and line of exchange. The practicum demonstrated that: (1) parent training should be held together with teacher training whenever possible; (2) better informed parents make for better school choices for children; (3) parent-teacher conferences need supportive and well-understood processes and mechanisms for success; and (4) average parents are interested in managing the learning activities and choices of their children. Two figures and six tables illustrate aspects of early childhood education. Eight appendixes contain supplemental information about the inservice program and workshops, including the observation checklist, a sample questionnaire, and communications with parents. Forty-six references are included. (SLD)

Descriptors: *Classroom Observation Techniques; Cognitive Style; *Decision Making; Developmental Programs; Inservice Teacher Education; Knowledge Level; *Parent Participation; Parent Teacher Conferences; Preschool Education; School Choice; Training; *Urban Schools; Workshops

Identifiers: *Anecdotal Records; *Developmentally Appropriate Programs; Partnerships in Education

Record - 451

DIALOG(R)File 1:ERIC
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ED352127 PS020878

Improving the Skills and Confidence of Early Childhood Public School Teachers in Their Use of Observation Techniques.

Arzoumanian, Linda Lee
1992
93p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum report describes an intervention to increase teachers' skill and confidence in the use of classroom observation techniques in a school serving children from kindergarten through second grade. Goals of the intervention were that teachers would: (1) recognize six types of observation; (2) implement two types of observation in their classroom; (3) implement at least one change in their classroom based on the results of their observations; and (4) increase their confidence in making observations. The intervention consisted of five inservice training sessions at which six observation techniques were studied. The techniques were checklists, event samples, anecdotal records, running records, time samples, and informal interviews. During the course of the intervention, teachers practiced the use of checklists, event samples, and anecdotal records. The results of pre- and postintervention questionnaires indicated that teachers recognized each of the six types of classroom observation technique; reported that they would make one or more changes in their classroom as a result of their observations; and reported that they felt prepared for, comfortable with, and confident in their use of checklists, anecdotal records, and event samples. A 33-item reference list is provided. Appendices include copies of the questionnaire and surveys for teachers, lesson plans for the five inservice sessions, and materials for teachers' use during the intervention. (BC)

Descriptors: Check Lists; *Classroom Observation Techniques; *Elementary School Teachers; Inservice Teacher Education; *Observation; Primary Education; Questionnaires; Skill Development; *Student Evaluation

Identifiers: *Anecdotal Records; *Event Sampling

Record - 452

DIALOG(R)File 1:ERIC
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ED352109 PS020623
Determining and Implementing Quality Exploratory Field Experience in Early Childhood Education through Improved Interaction.
Burgett, Maxine
1992
114p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum report describes an intervention to improve the quality of college students' experiences during their placement in a child care center as part of an introductory course in early childhood education. As a result of the intervention, 12 outcomes were expected. These outcomes were divided into 21 standards of achievement. Of these, 7 standards, such as writing weekly entries in logs, applied to students; 3 standards, such as reporting about the needs of students, applied to day care center teachers; 10 standards, such as completing questionnaires, applied to the course instructor; and 1 standard, offering a contractual agreement to the course instructor, applied to the school administration. The intervention included: (1) visits by the instructor to the child care centers; (2) the use of logs by students and the instructor; (3) discussion of students' field experiences during class time; (4) orientation sessions for students and child care teachers; (5) the development and use of a handbook; and (6) reports by child care teachers about students' experiences. The success of the intervention was measured by analysis of questionnaire responses and written records, such as logs and reports. During or as a result of the intervention, 17 standards were fully met and 4 were partially met. A reference list of 24 items is provided. Appendices include the report form for child care teachers, questionnaires for students and teachers, and forms for assessing outcomes and standards of achievement. (BC)

Descriptors: Administrators; *College Students; Cooperating Teachers; *Curriculum Enrichment; Early Childhood Education; *Education Courses; *Field Experience Programs; Higher Education; Preschool Teachers; Student Experience; Student Journals; *Teacher Education

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DIALOG(R)File 1:ERIC
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ED352043 IR054265
Systematic Collective Action To Improve Media Services in a High School Library.
McLellan, Francis R.
6 Aug 1992
56p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum was designed to improve a high school education media center through systematic collective action. The goal was to improve delivery of education media services by: (1) improving material conditions; (2) developing collaboration between education media specialists and academic teachers; and (3) involvement of the entire learning community in employing research to shape the effort by which the media services could be brought up to standards. Activities included writing and distributing a newsletter; systematically monitoring progress on meeting accreditation standards; starting Friends of the Library and Young Adult Literature groups; developing a program of student media tutors to work with peers; seeking private funding for needed improvements; and developing a long range plan. Results included the creation a multimedia room; funding for an online satellite disc; funding of a feasibility study to generate more media space; improvements in print, nonprint, and microfiche materials; acquisition of an Infotrac unit, three microcomputers, and a laser disc in the media center; a complete reorganization of the media administrative structure; and an increase in the number of users. (Contains 22 references.) (Author/KRN)

Descriptors: *Change Strategies; Course Integrated Library Instruction; High Schools; *Learning Resources Centers; Library Administration; Library Equipment; *Library Facilities ; Library Materials; Library Personnel; *Library Services; Peer Teaching; *School Libraries; Tutoring

Record - 454

DIALOG(R)File 1:ERIC
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ED351837 EC301664
Empowering Parents of Junior High School Resource Students with Specific Learning Disabilities during the Individual Education Plan Process.
Buckner, Alice E.
24 Sep 1992
171p.; Ed.D. Practicum I Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

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This practicum, which sought to improve parents' involvement in the development of educational goals for their children with disabilities, had three objectives: improved attendance by parents at Individual Education Plan (IEP) conferences, increased parent participation in the decision-making process during IEP development, and enhanced parent perception of their importance in assuming roles as equal partners with members of the multidisciplinary team during IEP development. Six components comprised the program: teacher inservice sessions in communication and conferencing techniques, parent/professional workshops to facilitate the acquisition of parent knowledge, establishment of an oral and written communication network to provide information and assistance to parents, networking with parents and various relevant advisory committees, parent involvement in their children's classrooms and involvement of all shareholders including the students. The practicum found that parents are willing participants in the IEP process when they have a clear definition of their roles, rights, and responsibilities; the full intent of Public Law 94-142 can be realized by effective parent participation in the IEP process; and parent self-esteem is greatly enhanced when quality programs are available to address their needs. Appendices contain a teacher questionnaire, parent questionnaire, and teacher observation form. (Contains 37 references.) (JDD)

Descriptors: •Individualized Education Programs; Information Networks; Inservice Teacher Education; Junior High Schools; Junior High School Students; •Learning Disabilities; •Parent Participation; •Parent Role; Parent School Relationship; Parent Teacher Cooperation; Resource Room Programs; Self Esteem; Student Educational Objectives; Teamwork; Workshops

Identifiers: •Empowerment

Record - 455

DIALOG(R)File 1:ERIC
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ED351824 EC301651

Defining Staff Roles and Responsibilities with Integration: A Model for Effective Utilization of Special Education Staff in the Regular Classroom.

Gallagher, Vicky A.
5 Oct 1992
82p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEAPR93

This practicum report addressed the problem of role ambiguity in regard to effective utilization of special education staff within the regular fourth grade classroom and the need for support for the regular teacher working with special education students. The researcher, a special educator, conducted the following activities: (1) presented an inservice training to staff on integration strategies, (2) modeled desired strategies during a 2-week mini-unit in social studies, (3) collaborated in providing shared instruction in a math unit, and (4) switched roles with a regular educator for two full consecutive days. Outcomes included: teachers increased acceptance and understanding of integration as evidenced by pre-intervention and post-intervention surveys; a decrease in the numbers of questions about integration posed by staff and an increase in the numbers of positive comments; the targeting of specific areas for improvement as a result of staff discussions; and improved perceptions of support by the regular class teachers. Appendices include the integration assessment surveys and results, a teacher questionnaire, and a model for effective utilization of special education staff in the regular classroom. (Contains 31 references.) (DB)

Descriptors: Attitude Change; •Consultation Programs; •Disabilities; Elementary Education; Inservice Teacher Education; Intermediate Grades; Intervention; •Mainstreaming; Questionnaires; •Regular and Special Education Relationship; Resource Teachers; •Role Perception; Surveys; •Teacher Attitudes; Teacher Role

Identifiers: •Teacher Collaboration

Record - 456

DIALOG(R)File 1:ERIC
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ED351813 EC301624

Attention Deficit Disorders: Meeting Individual Needs: A Program Designed To Increase Teacher Effectiveness and Promote Student Learning.

Ecoff, Elise R.
Aug 1992
89p.; Master of Science Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum involved the development and implementation of a multimodal inservice program for six elementary classroom teachers (representing each grade level) who indicated high frustration levels due to lack of significant knowledge of Attention Deficit Disorders (ADD). The 12-week inservice included lectures, guest speakers, audiotapes and videotapes, role plays, and group discussions. Program evaluation was conducted by means of pre- and post-implementation surveys, pre- and post-ADD inservice test scores, and a pre- and post-teacher attitude survey. Evaluation results supported the use of systematic instruction and collaboration in an inservice training to improve teacher effectiveness in working with ADD students. Nine appendices include: the teacher survey and results; the test about ADD; teacher biographical data;

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and a sample "Individualized Education Plan" used with a targeted student during the inservice period. (Contains 19 references.) (DB)

Descriptors: *Attention Deficit Disorders; Classroom Techniques; Elementary Education; *Inservice Teacher Education ; Knowledge Level; *Mainstreaming; Program Evaluation; Teacher Attitudes; *Teacher Effectiveness; *Teaching Methods

Record - 457

DIALOG(R)File 1:ERIC
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ED351812 EC301623

Improving Child/Caregiver Relationships of Prenatally Substance-Exposed Children Birth to Three with Early Intervention Techniques Facilitated by Infant Development Instructors.

Klingler, Susan S.
16 Sep 1992
141p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

This practicum focused on the improvement of parent/caregiver relationships with approximately 65 children (ages birth through age 3) prenatally exposed to drugs or alcohol. The project utilized six Infant Development Instructors and local health support services. The 8-month program implementation involved Infant Development Instructor training, dissemination of information regarding available services to caregivers, pre-assessment and post-assessment of child/caregiver involvement, and implementation of a caregiver support group. Results indicated increased access by caregivers to more services; observed improvement in 3 of 11 desirable behaviors; and substantial improvement in the amount, quality, and appropriateness of these behaviors. The Infant Development Instructors showed substantial improvement in attitude, and caregiver attendance at the two support group locations remained consistent throughout the 8-month period. Extensive appendices include documentation of increased numbers of substance-exposed infants; the attitude survey of Infant Development Instructors; the parent/caregiver questionnaire on local available services; suggestions for Infant Development Instructors' home visitations; an infant developmental intake checklist; a list of curriculum model programs; and an agency referral guide. (Contains 55 references.) (DB)

Descriptors: Agency Cooperation; Alcohol Abuse; Child Caregivers; Child Development; Child Rearing; *Congenital Impairments; Delivery Systems; Drug Abuse; *Early Intervention ; Home Visits; Infants; *Parent Child Relationship; *Parent Education; *Prenatal Influences; Preschool Education; Referral ; Services; Social Support Groups; *Substance Abuse; Toddlers

Identifiers: *Fetal Drug Exposure

Record - 458

DIALOG(R)File 1:ERIC
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ED351811 EC301622

Developing and Implementing an Inservice Program Designed To Change Teacher Attitudes toward Mainstreamed Learning Disabled Students at the Secondary Level.

Thompson, Josephine T.
10 Sep 1992
88p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93
Target Audience: Practitioners

This practicum involved the development of an 8-month inservice training program to give teachers (N=71) at a rural high school basic information concerning the mainstreaming of students with learning disabilities (LD) as well as to influence their attitudes toward inclusion of such students in their classes. Initially, teachers were confused about the LD, EH (emotionally handicapped), and EMH (educable mentally handicapped) classifications. They had little understanding of requirements of Public Law 94-142 (the Education for All Handicapped Children Act), individual education plans, classroom modifications allowed to special needs students, nor their legal responsibilities. Teachers expressed feelings of inadequacy about teaching students with learning disabilities. The inservice plan was designed to be spread over time, using parts of regular faculty meetings as well as mailbox handouts and contests. Results were positive, with gains in basic knowledge ranging from 40 to 80 percent. Positive attitude changes were also documented. The participating teachers also evaluated the inservice training very positively. Appendixes include the survey of teacher attitudes and knowledge, a survey of LD students' current level of modifications, sample mailbox handouts, and the inservice evaluation form. (Contains 100 references.) (DB)

Descriptors: Attitude Change; *Classroom Techniques; Educational Legislation; High Schools; *Inservice Teacher Education; Knowledge Level; *Learning Disabilities; Legal Responsibility; *Mainstreaming; *Mild Disabilities; Program Effectiveness; Regular and Special Education Relationship; Rural Education; Special Needs Students; *Teacher Attitudes; Teacher Effectiveness

Record - 459

DIALOG(R)File 1:ERIC

ED351700 CS213603

Nurturing the Communication Abilities of Second Grade Students by Using Notebook Computers To Enhance the Writing Process.

Despot, Paula C.
1992
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAPR93

A practicum was designed to provide opportunities for second-grade students from low socioeconomic school communities to use computer technology in the writing process. Staff development training was designed and conducted to increase teachers' knowledge, experience, and attitudes toward using the computer as a tool for writing. Providing collaboration and support for teachers was a major component of the practicum. Six solution strategies focusing on empowering teachers with knowledge and support in process writing were developed, thereby increasing the use of the computer for student writing. Analysis of the data revealed that providing educators with the tools, training, and support increased student opportunities to use the computer as a tool for writing. (Two tables and one figure of data are included; a list of 29 references, a reading attitude survey, a software evaluation, a computer staff development evaluation, a student learning log sample, and a computer activity sample are attached.) (Author/RS)

Descriptors: Access to Education; *Computer Uses in Education; Grade 2; *Inservice Teacher Education; Primary Education; Socioeconomic Status; *Word Processing; *Writing Attitudes

Identifiers: Process Approach (Writing); Teacher Empowerment

Record - 460

DIALOG(R)File 1:ERIC

ED351273 SO022689

Increasing Critical Thinking Skills of the Fourth Grade Student through Problem Solving Activities.

Rice, Beth
1992
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93
Target Audience: Researchers

This practicum was designed to incorporate critical thinking skills instruction and practice into a fourth-grade curriculum to increase fourth-grade students' ability to recognize and apply critical thinking strategies to appropriate situations. This program concentrated on the increasing of six critical thinking skills: classification, sequence identification, inference, analogies, deductive reasoning, and math problem solving. A series of multi-objective worksheets were developed to provide practice in each skill on a daily basis. The problem solving workbook, a supplement to the basal mathematics text, provided daily problem solving activities. Pre- and post-tests for both critical thinking skills and mathematics problem solving and pre- and post-checklists were administered. Analysis of the data revealed that the students improved in both critical thinking skills and mathematics problem solving. The students achieved the objective for critical thinking skills, but did not achieve the mathematics problem solving skill. (Author/DB)

Descriptors: Cognitive Development; Cognitive Processes; *Critical Thinking; Curriculum Development; *Grade 4; Intermediate Grades; Learning Activities; *Learning Strategies ; *Problem Solving; Student Educational Objectives; Teaching Methods; *Thinking Skills

Record - 461

DIALOG(R)File 1:ERIC

ED351237 SO022420

Increasing the Involvement of Parents in the Music Education of Fourth and Fifth Grade Students through Improved Communication.

Cowart, Valerie
1992
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum was designed to increase the involvement of parents in the music education of fourth and fifth grade students. A delivery system was developed to provide parents with activities, resources, and materials relating to the student's music education. Parents received the materials at no cost. The author developed a brochure and monthly newsletter; recorded an audio cassette and video cassette to encourage musical activity in the family; administered a postsurvey to all participants; and prepared handbook of musical resources for the child and parent. Analysis of the data revealed that the participants were more apt to involve themselves in their child's musical experiences when given

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information and materials. All parents involved in the project rated the project as beneficial to their children and conveyed the belief that parental involvement in a child's music education is important. (Author)

Descriptors: *Grade 4; *Grade 5; Intermediate Grades; *Music Education; *Parent Materials; *Parent Participation; Parent Role; Parent Student Relationship

Record - 462

DIALOG(R)File 1:ERIC

ED351224 SO022375
Improving the Awareness of the Influence of Geography Upon Historical Events in Ancient Mesopotamia and in Ancient Egypt in Ninth Grade World History Students.
Milton, Henry
1992
91p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum was designed to incorporate the study of geography into a ninth grade world history class with the aim of improving student awareness of the influence of geography upon the historical development of ancient Mesopotamia and ancient Egypt. By means of a questionnaire and map tests it was determined that ninth grade world history students had little awareness of geography upon historical development in ancient Mesopotamia and ancient Egypt, and could not locate those places regarded as being historically significant in either of those two ancient civilizations. During the course of implementation, students became acquainted with how to read maps, locate important sites, and describe how geographic features factor into determining the location of those sites. Furthermore, through the preparation of both oral and written presentations, particularly the creation of a mythological country, students applied what they learned. Analysis of post-test data indicated that, as a result of all the exercises connected with implementing this practicum, students came away with an adequate grasp of those rather consistent geographic variables which influence historical development. (Author)

Descriptors: *Ancient History; Class Activities; Classroom Techniques; Cooperative Education; Geographic Concepts; *Geography Instruction; Grade 9; High Schools; High School Students; *History Instruction; Social Studies; *World History

Identifiers: *Egypt; *Mesopotamia

Record - 463

DIALOG(R)File 1:ERIC

ED351141 PS020914
Enhancing and Facilitating Individualized Learning Capabilities of Kindergarten Students through the Integration of Cost-Effective Instructional Practices.
Van Lue, Elaine
1992
237p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC10 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum report describes the implementation of a pilot program that used packets of learning materials to incorporate individualized instruction into a traditional curriculum in a kindergarten classroom. Objectives of the program were that 80 percent of students would demonstrate improvement in basic readiness skills, and that 90 percent of parents would consider the activity packets as appropriate and interesting for their child, and would see an improvement in their child's critical thinking skills. The program was implemented over the course of a school year and involved the use of packets of materials that provided learning activities. Packets were designed according to individual students' abilities. Students took home a packet each week, returned it the following week, and described to the class or teacher what they had learned from the packet. Results indicated that all students improved in basic readiness skills as measured by pre- and post-test screening assessments. According to responses to program evaluation forms, more than 90 percent of parents considered the packets appropriate and interesting for their child and saw an improvement in their child's thinking skills. A reference list of more than 250 citations is provided. A collection of 27 appendices presents materials that were used in, or were relevant to, the program. (BC)

Descriptors: Cost Effectiveness; Critical Thinking; Family School Relationship; *Individualized Instruction; Kindergarten ; *Kindergarten Children; *Learning Activities; *Learning Modules; Learning Readiness; *Parent Participation; Primary Education; *Teaching Methods

Identifiers: Developmentally Appropriate Programs

Record - 464

DIALOG(R)File 1:ERIC

ED351132 PS020877
The Positive Educational Effects of Well-Trained Volunteers in the Kindergarten Classroom.
Bailey, Linda S.
Aug 1992
81p.; Educational Leadership Practicum, Nova University.

(cont. next page)

EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum report describes a 12-week intervention designed to help parent volunteers in six kindergarten classrooms better perform their volunteer work, which included such tasks as grading papers, decorating bulletin boards, and listening to children read. Objectives of the intervention were that: (1) a total of 90 percent of volunteers would feel better prepared to do volunteer work; (2) a total of 90 percent of teachers would feel that the volunteers were better prepared; and (3) volunteers would use critical thinking skills to devise ways to improve their performance of volunteer duties. The intervention involved a series of in-service training sessions for volunteers; discussions about volunteer issues involving teachers at faculty meetings and parents at meetings of the Parent-Teacher Organization; and individual interviews with teachers and volunteers. Postintervention surveys indicated that there was unanimous support from parents for the program and its benefits, and that teachers felt volunteers were better prepared for their volunteer work as a result of the intervention. Participants in training sessions were able to use critical thinking skills to devise ways of improving their volunteer work. Appendixes include copies of teacher and volunteer surveys, and various materials relating to the volunteer program. (BC)

Descriptors: Brainstorming; *Inservice Education; *Kindergarten; *Parent Participation; Parent School Relationship; *Preschool Teachers; Primary Education; Questionnaires; *Training Methods; Volunteers; *Volunteer Training

Identifiers: *Volunteers in Education

Record - 465

DIALOG(R)File 1:ERIC
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ED351119 PS020807

Developing Appropriate Activities with Early Intervention Prekindergarten Families To Prepare Children for Academic Success.

Schnettler, Shirley I.
Jun 1992
116p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum report describes a 13-week intervention that facilitated the participation of parents of 16 preschoolers in the instruction of their children. Objectives of the intervention were that: (1) parents and children would participate in take-home projects and workshops; (2) parents and children would increase the amount of time they spent together every week performing developmentally appropriate problem-solving activities; and (3) parents would increase the amount of time they spent in volunteer classroom activities. Every week, each child was to take home a "parent suitcase" that contained developmentally appropriate materials relating to a particular type of activity. Children were to work on the materials with their parents and return the "suitcase" the following week. The intervention also involved discussion groups and workshops on developmentally appropriate practices for parents. Results indicated that all parents and children participated in the use of the "parent suitcase." Nearly 70 percent of parents increased the amount of time they spent with their children in developmentally appropriate activities as measured by pre- and postintervention questionnaires. Parents exhibited an increase of 165 percent in classroom volunteer time. Appendices include a copy of the parent questionnaire, copies of communications to parents, checklists relating to the "suitcases," and descriptions of activities contained in the "suitcases." Some materials from the "suitcases" are also attached. (BC)

Descriptors: Check Lists; *Early Intervention; High Risk Students; *Instructional Materials; *Learning Activities; *Parent Participation; Parent School Relationship; *Parent Student Relationship; Parent Workshops; *Preschool Children; Preschool Education; Questionnaires

Identifiers: *Developmentally Appropriate Programs

Record - 466

DIALOG(R)File 1:ERIC
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ED350997 IR015812

The Status of Computing in Public Schools in the West Kootenay Region of British Columbia.

Perra, Leonel L.
Jul 1992
87p.; Ph.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: Canada; British Columbia
Journal Announcement: RIEMAR93

The purpose of this study was to determine the status of the use of computers in the schools within the West Kootenay region of southeastern British Columbia (Canada). Thirty teachers, librarians, principals, and senior district administrators were interviewed to determine the computing background of the interviewees and how they were using computers in education. Results indicated that computers are being used quite extensively in the schools: the ratio of

(cont. next page)

computers to students in the school ranged from 1:6 to 1:10; the equipment in use varied; the most common software applications were word processing, spreadsheets, and database and communications applications; computers were in use in all grade levels from kindergarten to grade 12; and CD-ROMs and electronic catalog systems were common in primary, elementary, and secondary school libraries. This report is presented in five sections: (1) Introduction--problem statement, purpose of the study, significance, assumptions, limitations and definitions; (2) Review of the Literature--importance, current status, uses, benefits, and future role of computers in education, and barriers to computer use in education; (3) Research Methodology--problem restatement, population and sample, research design, description of the interview questionnaire, administration and analysis of interviews; (4) Results and Analyses--selection of interviewees, interview process, question summaries, findings, status of computers in West Kootenay schools; and (5) Findings, Conclusions and Recommendations. Appendixes contain the interview questionnaire and a list of interviewees with background data. (Contains 19 references.) (ALF)

Descriptors: *Computer Assisted Instruction; Computer Networks; Elementary Secondary Education; Foreign Countries; Interviews; *Microcomputers; Online Catalogs; Optical Data Disks; *Public Schools; Questionnaires; School Libraries; School Surveys; *Use Studies

Identifiers: *British Columbia (West Kootenay Region)

Record - 467

DIALOG(R)File 1:ERIC
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ED350983 IR015794

Improved Computer Technology Skills for a Middle School Faculty through Inservice Training.

Byers, Patricia Longwell
May 1992
102p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum was designed to assist the personnel of a middle school in becoming aware of the potential educational benefits of computers and computer networks (specifically, local area networks, or LANs). An introductory presentation concerning the importance of technology in education was followed by 10 inservice training sessions. The classes met weekly, on-site, with cooperative learning used as a teaching strategy. The curriculum was developed with consideration given to state mandates regarding objectives; pre- and post-assessment was administered; and training materials for participants and a grant to a local foundation for teaching stipends was prepared. All practicum objectives were met. Each participant scored 80% or better on the post-assessment, all hands-on computer activities were completed, and frequency of computer lab usage exceeded expectations. The success of the practicum suggests that the design of the inservice training is an effective strategy. Recommendations and a detailed implementation plan are included. Eight appendices include copies of the questionnaires used for a teacher survey, the test used for the pre/post assessment, a courseware evaluation form, and the Teacher Education Center evaluation form. (Contains 22 references.) (Author/ALF)

Descriptors: Computer Assisted Instruction; *Computer Literacy; Computer Software Evaluation; Cooperative Learning; Course Evaluation; Courseware; *Inservice Teacher Education; Junior High Schools; *Local Area Networks; *Microcomputers; *Middle Schools; Pretests Posttests; School Surveys; Teacher Improvement; Teaching Methods

Record - 468

DIALOG(R)File 1:ERIC
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ED350918 HE025896

An Assessment of Student Attitudes Regarding the Field Education Practicum at the University of Connecticut School of Social Work.

Conklin, John J.
May 1992
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Massachusetts
Journal Announcement: RIEMAR93

A study was done to determine student attitudes towards their experience in the practicum component of the graduate program at the University of Connecticut School of Social Work (UCONN). The program lasts 2 years and the hypothesis was that students had the same level of satisfaction for both years. A questionnaire was developed and sent to 248 first and second year students. The instrument asked 25 demographic questions, 13 Likert scale questions and one open-ended question for other comments. Fifty-one percent responded, and of those, 46 percent were first year students and 54 percent were second year students. Analysis of responses indicated the groups were comparable with no significant attitudinal differences toward the field experience. Attitudinal comparisons were also made about supervision and advisement, with no statistically significant differences between the two classes. The questionnaire is appended. (Contains 16 references.) (JB)

Descriptors: Academic Advising; *Graduate Students; Graduate Study; Higher Education; Mail Surveys; *Participant Satisfaction; *Practicums; Practicum Supervision; *Social Work ; *Student Attitudes

Identifiers: *University of Connecticut

Record - 469

DIALOG(R)File 1:ERIC

ED350733 EC301538
Integrating a Study Skills Program throughout Special Education Classes in a Middle School Setting.
Lotz, Dianne M. V.
1992
95p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum was designed to integrate a study skills program throughout special education classes in a middle school. The major objectives were to develop a variety of instructional strategies to meet the students' needs in the area of study skills, to foster the teaching of study skills in each subject area by the special education teachers through direct instruction, and to provide specific segments of time for study skills awareness activities in each subject area of the students' core curriculum. The practicum project involved designing and administering a study skills self-assessment inventory to special education students and a staff needs assessment to special education teachers, and sharing with teachers activities that would enhance classroom study skill instruction. Informal meetings were held between the practicum implementor and special education teachers to offer assistance to teachers and to monitor weekly study skill objectives. Results revealed an increase in the amount of time spent in direct instruction of study skills in each of nine special education classrooms. Students' use of a unified assignment book resulted in a significant increase in the number of students completing long-term and short-term assignments both on time and as directed. Seventy percent of the teachers and 60 percent of the students deemed the practicum successful in teaching study skills that resulted in academic progress. Appendices contain a needs assessment survey for teachers, a study skills self-assessment inventory for students, a list of study skills, samples of teachers' lesson plans, and evaluation questionnaires. (Contains approximately 40 references.) (JDD)

Descriptors: *Consultation Programs; *Disabilities; *Integrated Activities; Junior High Schools; Middle Schools; Program Implementation; Student Development; *Study Skills; Teaching Methods; Test Wiseness; Time Management
Identifiers: Middle School Students

Record - 470

DIALOG(R)File 1:ERIC

ED350656 EA024326
The Effects of an Inservice Program on School Administrators' Knowledge Concerning the Fourth Amendment's Applicability to Student Searches and Seizures.
Gonzalez, Orlando B.
Jul 1992
97p.; M.S. Practicum Report, Nova University. Material in appendix I, "Permission To Reproduce Published Material" will not reproduce adequately due to broken print.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

Findings of a study that examined the effect of a 13-week inservice program on administrators' awareness of laws governing student searches and seizures are presented in this practicum report. Four school-site administrators participated in the project once a week. Program activities included case analyses, role-playing exercises, and critical-thinking worksheets. Pre- and post-test surveys indicate that participants made significant gains in their knowledge and understanding of laws that regulate student search and seizure. Implications are that school districts must communicate legal information to school-site administrators and develop a district curriculum. Appendices contain a manual that outlines the relevant law regarding student search and seizure, critical-thinking worksheets, and survey findings. (Contains 37 references.) (LMI)

Descriptors: *Administrator Responsibility; Civil Rights; Compliance (Legal); *Constitutional Law; Crime; Elementary Secondary Education; *Inservice Education; Professional Development; *School Law; School Responsibility; *Search and Seizure; Student Rights; Vandalism

Record - 471

DIALOG(R)File 1:ERIC

ED350624 CS213577
Improving Process Writing Skills of Seventh Grade At-Risk Students by Increasing Interest through the Use of the Microcomputer, Word Processing Software, and Telecommunications Technology.
Zoni, Stephen J.
Aug 1992
129p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum was developed to improve process writing skills

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of seventh grade at-risk students by increasing interest through the use of the microcomputer, word processing software, and telecommunications technology. Sixteen students wrote a series of eight "basic" hand-written essays as part of the regular language arts class. Students then completed assignments utilizing the microcomputer, word processing software, and printer. They then transmitted the final draft--using phone line, modem, and special software--to a local bulletin board service (BBS) for distribution through a national "preteen" conference network. Students contacted the BBS daily to check for responses. Each student, classroom teacher, and writer participated in weekly "brainstorming" sessions to input new writing ideas, make suggestions, share and respond to writings of other students, and report on messages downloaded from the BBS. Results showed an increase in process writing skills as measured by pre- and post-handwritten and computer written essays utilizing a holistic scoring criteria. Additional analysis of pre- and post-attitudinal surveys; observations by the classroom teacher, group counselor, and author; and evaluation of a daily journal revealed a substantial increase in the number of students with a positive attitude toward writing. (Twenty-eight references are attached. Appendixes include statistical and graphic analysis of process writing skills and attitudes towards writing, student contract, holistic criteria, lesson plan outline, time line, assignment tracking sheet, and computer software evaluation.) (SR)

Descriptors: *Computer Uses in Education; Grade 7; *High Risk Students; Junior High Schools; Microcomputers; Student Motivation; Telecommunications; *Word Processing; *Writing Attitudes; *Writing Improvement; *Writing Skills

Identifiers: Process Approach (Writing)

Record - 472

DIALOG(R)File 1:ERIC

ED350592 CS011075
Development of a Study Skills Packet To Improve Grades in Ninth and Tenth Grade Students.
Fountain, Ruth Lee
Jul 1992
137p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum developed a program of study skills to improve grades of ninth and tenth grade students in English and mathematics courses. The project contained three basic components: teacher inservices on study skills techniques in time management, reading textbooks, taking class notes, and preparing for and taking tests; student lessons for development of those skills; and quality circle meetings interacting with and responding to the program. Results showed that students' grade averages in English increased in every course except one; that students' grade averages in mathematics increased in three of five courses; that teachers' positive feelings regarding their ability to assist students toward better grades increased significantly; and that teachers evaluated the managerial style and leadership of the researcher positively. (Five tables of data are included. Seventeen references and eight appendixes--containing teacher attitude survey, leadership survey, calendar and memorandums, and lesson packages on importance of grades, time management, SQ3R, Cornell notetaking, and test taking strategies--are attached.) (SR)

Descriptors: *English Instruction; *Grade 9; *Grade 10; High Schools; Inservice Teacher Education; *Instructional Materials ; *Mathematics Instruction; Notetaking; *Study Skills; Teacher Developed Materials; Test Wiseness

Identifiers: Florida; SQ3R Study Formula

Record - 473

DIALOG(R)File 1:ERIC

ED350591 CS011074
Involving Parents in Whole Language Kindergarten Reading Program.
Floyd, Sandra N.
Jul 1992
78p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum developed a whole language kindergarten at-home reading program. The target group was 27 sets of parents of children in a kindergarten classroom who volunteered to participate. The objectives were to increase the parents' knowledge of whole language techniques; increase their level of comfort in using whole language techniques at home with their children; and increase the parents' ability to judge critically the quality of children's literature books for instructional use. During a 12-week program, parents in the target group were instructed in whole language techniques and given a parent booklet on whole language written by the practicum researcher. Following an orientation session, the parents and their children read quality children's literature books at home together and then used whole language techniques to extend the reading activities. Critical thinking skills were required of the parents as they filled out weekly questionnaires on each of the books used in the program. The success of the project was documented through the evaluation data gathered, including the weekly returns of Parent Response Forms representing an 85% response rate. (A 27-item

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bibliography is attached. Appendixes include parent surveys, survey data, a parent whole language handbook, a book list, a whole language direction sheet, and a parent response form.) (SR)

Descriptors: Beginning Reading; Childrens Literature; Kindergarten; *Parent Education; *Parent Participation; *Parents as Teachers; Primary Education; Reading Aloud to Others; *Reading Instruction; Reading Programs; *Whole Language Approach .

Identifiers: Emergent Literacy

Record - 474

DIALOG(R)File 1:ERIC

ED350583 CS011064

Increasing Instructional Options for the Teaching of Reading and Writing through Staff Development.

Evans, Deborah J.
1992
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum was designed to increase the instructional options chosen by classroom teachers in order to create meaningful connections between reading and writing for elementary students. Teachers in the target school were experiencing difficulty in translating theory into effective classroom practice. In response to a teacher needs assessment, four key areas of focus were identified and four corresponding workshops specifically geared to teacher grade levels, and including references to the textbook series in use, were developed. The workshops were: (1) What is Whole Language? (2) Integrating Reading and Writing; (3) Whole Class Instruction; and (4) Combining Trade Books with the Basal. Practical handouts accompanied each workshop. A list of trade books that related to concepts and themes in their math series was particularly popular. Classroom visitations and individual meetings were arranged, and professional books, articles and video tapes were also made available. Outcomes were positive, with all the practicum goals being met. All teachers demonstrated the use of several new teaching strategies. Central office administrators became interested and involved in the practicum. (Thirty-six references and an appendix containing the teacher survey are attached.) (Author/SR)

Descriptors: Elementary Education; *Inservice Teacher Education; Instructional Effectiveness; Program Descriptions; *Reading Instruction; *Reading Writing Relationship; *Staff Development; Theory Practice Relationship; *Whole Language Approach; *Writing Instruction

Identifiers: *Trade Books

Record - 475

DIALOG(R)File 1:ERIC

ED350582 CS011063

Using the Accelerated Reader and Other Strategies and Varied Techniques To Improve the Reading Attitudes of Fifth Grade Students.

McKnight, Deloris
1992
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum report describes a reading program that was designed and implemented to help improve reading attitudes among fifth grade children. A target group of 17 fifth-graders were unmotivated and uninterested in reading, and TV occupied a great deal of their out-of-class time. Solution strategies involved encouraging parents, teachers, and media specialists to provide interesting reading materials for the children, to model a love for reading, and to read aloud to them. The Accelerated Reader Program was used to motivate students. After reading certain books students took a computerized test and earned points, based on correct answers, which could be cashed in for prizes. Spin-off activities involved students keeping a daily log, read-aloud sessions, poster contests, and daily sustained silent reading periods. Success was measured by comparing a pre- and post-TV survey to determine students' attitudes toward reading, and also by using assessment instruments including students' daily logs, reading goals, media specialists' checkout log, flexible checkout schedule survey, sustained silent reading observation survey, student questionnaires, and student improvement on tests. Results showed no major reduction in students' TV viewing time. However, it was evident from students' enthusiasm for going to the media center to check out books, and their excitement over the Accelerated Reader Program, that attitudes toward reading improved and students did read more. (Six tables of data are included; 20 references and 12 appendixes, containing surveys, questionnaires, forms, and data are attached.) (Author/SR)

Descriptors: *Grade 5; Intermediate Grades; Parent Participation; *Reading Attitudes; *Reading Improvement; *Recreational Reading; *Student Attitudes; *Television Viewing

Identifiers: *Reading Motivation

Record - 476

DIALOG(R)File 1:ERIC

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ED350581 CS011062
Providing Early Literacy Experiences for Young Children through a Parent Education Program.
Ullery, Laurie V.
1992
59p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum was designed to provide kindergarten students from low socioeconomic families with successful home literacy experiences in preparation for early school success. Parent/child literacy training workshops were designed and conducted to increase the awareness and frequency of home literacy activities. Providing regular reading aloud sessions at home and the modeling of adult literacy behaviors by parents were a major focus of the training provided. Eight solution strategies were developed to train and provide low income parents with the knowledge and materials necessary to increase the home literacy experiences of their children. Analysis of the data revealed that parents increased their frequency of reading aloud to their children during an 8-week period, increased the frequency of adult modeling behaviors, and increased their awareness of the importance of reading aloud to their children. (Two tables of data are included; 31 references and 3 appendixes--containing the family literacy survey, survey evaluation, and kindergarten/parent journal samples--are attached.) (Author/SR)

Descriptors: Kindergarten; *Low Income Groups; Parent Attitudes; Parent Education; *Parent Participation; *Parents as Teachers; Parent Student Relationship; Primary Education; Socioeconomic Status; Teacher Developed Materials; Young Children
Identifiers: *Emergent Literacy; Family Literacy

Record - 477

DIALOG(R)File 1:ERIC
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ED350562 CS011038
Helping Young Children Gain in Literacy: Implementing a Whole Language Approach in Prekindergarten.
Wilson, Marjorie S.
1992
75p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum was developed to assist prekindergarten teachers present a whole language approach in their already developmentally appropriate classes. Six teachers from three classrooms serving 63 four- and five-year-old children participated in on-site training and weekly consultations. The teachers were all experienced paraprofessionals with Child Development Associate (CDA) credentials. The children were admitted to the prekindergarten program based on income eligibility. The teachers attended five 2-hour workshops on how young children learn about reading and writing in a whole language approach classroom. The teachers learned about the use of predictable big books and ways to provide print experiences throughout the room. An attempt was made to involve parents through a meeting on the whole language approach, a book sale, and a lending library. The final checklist of each classroom documents a large increase in print opportunities, teacher encouragement and child participation with print. Although the parent meetings were held and children's books sold, parents did not become active participants in the process. The teachers believed the parents needed more information about the program's parental expectations prior to the program's start. (Twenty-nine references, a list of questions about the whole language project, a checklist for whole language classrooms, the schedule for the teacher workshop, a children's checklist, a letter to parents, and a description of a whole language classroom are attached.) (Author/RS)

Descriptors: Early Intervention; *Inservice Teacher Education; Instructional Effectiveness; *Parent Participation; *Preschool Children; Preschool Education; *Whole Language Approach
Identifiers: *Emergent Literacy

Record - 478

DIALOG(R)File 1:ERIC
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ED350561 CS011037
A Metacognitive Skills/Reading Comprehension Intervention Program for Sixth Grade Social Studies Students.
Piper, Stephanie Gayle
Jul 1992
50p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

An intervention program in the area of sixth grade social studies was implemented for the purpose of increasing reading comprehension levels of average ability students in a large, urban school district. Five metacognitive strategies were employed to improve understanding of the adopted textbook. The strategies included outlining, sentence summaries, self-interrogation, the KWL strategy (derived from the phrases: "What we Know," "What we Want to find out," and "What

(cont. next page)

we Learned"), and discourse as a mode of inquiry. Success was measured by comparing pretest and posttest scores. Results indicated improvement in reading comprehension skills as measured by the Qualitative Reading Inventory. Efficient use of metacognitive skills was demonstrated and measured by the Gates-MacGinitie Reading Test. Increased social studies grades were determined by an average score of three unit tests from the social studies text. It was concluded that instruction in the five metacognitive strategies improved the target group's reading comprehension abilities. (Four tables of data are included; 20 references and a proposed timeline for the practicum are attached.) (Author/RS)

Descriptors: *Content Area Reading; Grade 6; Instructional Effectiveness; Intermediate Grades; Intervention; *Metacognition; *Reading Comprehension; Reading Improvement; *Reading Strategies; *Social Studies; Urban Education

Identifiers: Gates MacGinitie Reading Tests

Record - 479

DIALOG(R)File 1:ERIC
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ED350560 CS011036

The Integration of Computer Software with Printed Materials To Enhance the Reading Skills of Middle School Students.

Dixon, Gaynelle O.
May 1992
52p.; M.S. Practicum, Nova University. Best available copy.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A practicum described a strategy involving the integration of computer software reading games with traditional printed texts to improve student reading scores and attitudes toward reading. A target group of five seventh-grade remedial reading students participated in the study. The two computer software programs, "Super Solvers Midnight Rescue" and "Stickybear Reading Comprehension" were used along with state adopted texts to provide instruction and reinforcement in developing reading comprehension skills. Following teacher- and text-generated instruction, students completed three to four sessions on the computer each week. Although the desired outcomes regarding increased reading levels were not fully reached, there were significant gains made within the target group. Results indicated that the target students developed positive attitudes toward reading and increased reading scores as well. Findings suggest that the integration of computer software reading games with printed instructional materials can be utilized to increase reading scores and to effect positive attitudes toward reading. (Six tables of data are included; 23 references, a parent/student reading log, a structured reading autobiography form, the letter to parents, and brief descriptions of the two software programs are attached.) (RS)

Descriptors: Computer Assisted Instruction; *Computer Software; Instructional Effectiveness; Junior High Schools; Middle Schools; *Reading Attitudes; *Reading Games; *Reading Improvement; *Reading Skills; *Remedial Reading

Identifiers: Middle School Students; *Printed Materials

Record - 480

DIALOG(R)File 1:ERIC
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ED350506 CG024558

Counseling Strategies To Help Children Cope with the Stress of Living in Homes with a Chemically Dependent Parent.

Rosenbaum, Carol
1992
53p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

This practicum in an elementary school attempted to provide adaptive strategies to children of alcoholic parents so that they would be able to cope effectively with their family problems. It also attempted to develop self-esteem in these children and to help them to recognize their strengths. Biweekly counseling sessions were designed to teach coping mechanisms and to provide support. Drug and alcohol education was taught to the students and staff. Through games, discussion, poetry, music, and art children learned about feelings, defenses, and choices. The group was limited to 10 to 15 students. Children were encouraged to explore typical teenage problems and ways to overcome them. Parents were invited to get involved. Data was collected before, during, and after the counseling sessions. Outcomes of the practicum were very encouraging. Teachers reported that they had more knowledge of the problem and would seek help for their students. Data showed that students achieved a more positive self-image. Staff made use of substance abuse materials and parental communication increased. The results confirmed that counseling mechanisms could reduce stress for the child raised in an atmosphere of instability and insecurity. (Contains 19 references.) (ABL)

Descriptors: *Alcoholism; Coping; *Counseling Effectiveness; *Counseling Techniques; Elementary Education; *Elementary School Students; Family Problems; *School Counseling; Self Esteem; Teacher Education

Record - 481

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(cont. next page)

ED350396 CE061986
Integrating High School English and Vocational Education through Teacher Collaboration, Cross-Curricula Activities, and Applied Communications.
Penn, Alexandra
1992
134p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

The aim of a practicum was to integrate language arts and vocational education at the high school level. The following strategies were used: collaboration with vocational teachers; development of cross-curricula activities; reinforcement and evaluation of communication skills in the vocational areas; infusion of occupational relevancy into academics; facilitation of cooperative learning and relevant problem solving; and staff, counselor, and administrator orientation. Two corollary aims were to increase students' communication skills as measured by the State Scholastic Aptitude Test (SSAT) Part 1, and to reduce the dropout rate. Targeted subjects were 100 high school seniors enrolled in 2 Basic Skills English classes and 60 sophomores and juniors enrolled in 3 English II classes. A comprehensive integration plan was designed in which solution strategies were implemented and incorporated into normal class schedules over 35 weeks. Results were positive; objectives were met. Data (teacher and student surveys) revealed the following: (1) teacher collaboration, cross-curricular activities, and applied communication skills could increase integration; (2) students' communication skills increased 5 percent as measured by the SSAT; and (3) the dropout rate was reduced compared to nonpracticum English students. (Appendixes include 57 references; English curricula; surveys and results; memos to teachers; and teacher/administrator and parent orientation materials.) (YLB)

Descriptors: Academic Education; Basic Skills; Dropout Prevention; Dropout Rate; Educational Change; Educational Cooperation; *English Instruction; High Schools; *Integrated Curriculum; Job Skills; Practicums; Problem Solving; Program Development; Program Implementation; School Business Relationship; School Restructuring; *Team Teaching; Technological Literacy; *Vocational Education

Record - 482

DIALOG(R)File 1:ERIC
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ED350387 CE061808
Food and Nutrition Services Quality Control Management Program.
Wimsatt-Fraim, Teresa S.
May 1992
82p.; Master of Science Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEMAR93

A program was conducted to improve the quality of food service through the training of 44 food and nutrition service employees in a 200-bed hospital. A 12-week quality control program was implemented to address four key areas: food temperatures, food accuracy, food quality, and dietary personnel. Learning strategies, emphasizing critical thinking skills, included the following: inservice education with preestablished learning objectives, reports compiled to check tray-menu-temperature accuracy, and a 10-question evaluative essay in order to determine the target group's knowledge base before and after the 12-week implementation phase. The results indicated increased levels of awareness for the target group as compared with essay results prior to implementation. The study concluded that the established quality control program can improve employees' knowledge and awareness but does not guarantee target group compliance if departmental supervision does not enforce the program. (Appendixes, more than half the document, include the following: evaluative essay; patient tray accuracy and appearance report; retherm area process; tray assembly: menu monitor; quality patient service; dress code; modifying menus for calories, carbohydrates, fat, cholesterol, sodium, potassium, protein, and fluid restrictions; menu substitution; and nonselect menu rotation. There are nine references. (Author/KC)

Descriptors: *Food Service; Foods Instruction; *Hospital Personnel; *On the Job Training; Postsecondary Education; *Program Effectiveness; *Program Implementation; *Quality Control

Record - 483

DIALOG(R)File 1:ERIC
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ED350290 SP034097
Teacher Assistance Program: A Developmental Induction Program for Beginning Teachers.
Zamparelli, Debra
1992
89p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum was designed to facilitate the professional growth and personal well-being of beginning teachers during the induction year. The program provided novice teachers with

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opportunities for regular contact with an experienced teacher, encouraged demonstration of positive self-perceptions as professionals, and assisted in the development of effective teaching strategies. A clinical support teacher provided resource materials monthly, contacted the novice at regular intervals, provided demonstration lessons and information on alternative instructional strategies or management techniques, observed and conferenced, and shared information on opportunities for professional development or relevant literature. Surveys were administered upon completion of the program. The novice teachers involved expressed positive perceptions about their competence and profession, indicated an intention to remain in the teaching profession, and demonstrated effective teaching strategies along with an increased strategies repetoire. Data further indicated that novice teachers found the program very helpful and recommended its continuation. Copies of a teacher self-evaluation survey and an assessment instrument are appended. (LL)

Descriptors: *Beginning Teacher Induction; Beginning Teachers; Classroom Techniques; Cooperating Teachers; Elementary Education; *Faculty Development; *Helping Relationship; Inservice Teacher Education; Learning Strategies; *Program Implementation; Self Esteem; *Supervisory Methods; Teaching Experience; Well Being

Identifiers: Supported Self Study; *Supportive Supervision

Record - 484

DIALOG(R)File 1:ERIC

ED350098 PS020753

Social Studies for Preschool Children through Cognitive Intervention of the Acquisition of Sex-Role Stereotypes.

Glickman, Jill Morris
Jun 1992
119p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum report describes an intervention to teach preschool children to resist gender bias. The stated intervention objectives were as follows: (1) children will exhibit a 20 percent reduction in gender-stereotyped behaviors as measured by experimenter observation; (2) at least 20 percent of children will demonstrate an understanding of counterstereotypical knowledge as measured by the Sex Role Learning Index; (3) after 3 months, 50 percent of children will demonstrate a reduction in sex role stereotyping of play items as measured by the Sex-Typed Picture Test; (4) parents will increase their knowledge about eliminating sex role stereotyping as measured by a parent survey; (5) children will correctly use the word "stereotype" in conversation; and (6) children will exhibit an ability to resist gender bias as measured by experimenter observation. The intervention consisted of three components. Parents attended meetings at which issues relevant to sex role stereotyping were examined. In 12 weekly sessions with the children, the experimenter discussed issues and conducted activities concerning sex stereotyping. Throughout the intervention, the classroom teacher provided children with books, songs, and role playing opportunities that addressed issues of sex stereotyping. Results indicated that the objectives were met. A 42-item reference list, and a 13-item bibliography of books for children and adults, are provided. Appendices include questionnaires, measurement instruments, and related items. (BC)

Descriptors: Critical Thinking; *Parents; *Peer Relationship; *Preschool Children; Preschool Education; Questionnaires; Sex Bias; *Sex Role; *Sex Stereotypes

Identifiers: Child Behavior

Record - 485

DIALOG(R)File 1:ERIC

ED350097 PS020752

Restructuring a Kindergarten Classroom To Include More Developmentally Appropriate Activities.

Sherman, Gwen
1992
80p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum report describes an intervention during the 1990-1991 school year that involved restructuring a kindergarten classroom to include more developmentally appropriate activities. Expected outcomes were stated in the following terms: (1) the arrangement of the classroom will allow free, orderly movement; (2) the county's kindergarten curriculum will be incorporated into classroom activities; (3) the classroom will provide opportunities for active learning and will require fewer paper and pencil tasks; and (4) the number of discipline referrals of kindergarten children will decrease. The intervention involved rearranging the classroom into learning centers; color coding the centers; devising a management system for using the centers; and developing games and activities that correlated with the county's kindergarten curriculum. The success of the intervention was measured by comparing pre- and post-intervention teacher ,surveys and experimenter observational checklists on developmentally appropriate classroom practices, and by comparing the number of discipline referrals during the intervention year as against the previous year. Results indicated that the objectives were met. A reference list of 40 items is provided.

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Appendices include copies of the teacher survey and experimenter checklist, a guide for interviewing teachers, and a collection of class schedules and other items relevant to the implementation of developmentally appropriate practices in the classroom. (BC)

Descriptors: Check Lists; *Class Activities; *Classroom Design; *Classroom Techniques; *Discipline; Kindergarten; Kindergarten Children; *Learning Centers (Classroom); Preschool Curriculum; Primary Education

Identifiers: *Developmentally Appropriate Programs

Record - 486

DIALOG(R)File 1:ERIC
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ED350088 PS020687

Increasing Literacy Development of At-Risk Kindergarten Students through Cross-Age Tutoring.

Henriques, Marlene
1992
97p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum report describes an intervention to improve the literacy skills of seven at-risk kindergarten children. Intervention objectives were that children will: (1) show an increase in letter recognition; (2) demonstrate book awareness skills; and (3) increase their use of prereading and prewriting strategies. The intervention involved the tutoring of the kindergarten children by fifth and sixth grade students. The tutors received training in which they were taught to put the kindergarten children at ease, encourage the children's reading and writing, keep the children on task, avoid using punishment, and provide verbal praise. The tutors met with the kindergarten children for 30 minutes twice a week over a 3-month period. Pre- and posttests were conducted to measure children's literacy skills. Tests included a checklist to measure letter recognition, and observations to measure children's interactions with books and their use of pre-reading and -writing strategies. Results indicated that all objectives were met. Two children for whom English was a second language especially benefitted from the intervention. A reference list of 44 items is provided. Appendices include the letter recognition checklist and guides for observation of children; materials to be used by tutors; and questionnaires to be completed by tutors, kindergarten children, and parents. (BC)

Descriptors: Books; Check Lists; *Elementary School Students; *High Risk Students; Kindergarten; *Kindergarten Children; Letters (Alphabet); *Literacy; Prereading Experience; Prewriting; Primary Education; Questionnaires; *Tutorial Programs; *Tutoring

Identifiers: *Emergent Literacy

Record - 487

DIALOG(R)File 1:ERIC
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ED350087 PS020684

Enhancing Journal Writing Skills in a Second Grade Classroom through Teacher Conferencing and Student Self-Evaluation.

Allen, Debra
Apr 1992
86p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum report describes a 12-week intervention to enhance the journal writing skills of six students in a second grade class. Expected outcomes were that all students will: (1) improve journal writing skills as measured by the Holistic Scoring Checklist; (2) show a 100 percent increase in the number of words used in journal writing; and (3) improve their spelling of words appropriate to their grade level by 80 percent. Also expected were outcomes that students will: (4) show an 80 percent increase in suggested journal topics during brainstorming sessions; and (5) increase their recognition of words in word lists by 50 percent. The intervention included the use of student self-evaluation of their writing, peer tutoring, word lists to be read by students, teacher conferencing with individual students, and language arts lessons for the whole class. Results indicated that five of the six students met the first three outcome objectives, and students surpassed the goals for the remaining expected outcomes. A 15-item reference list is provided. Appendices include language arts guidelines and objectives, surveys of teachers' opinions about students' journal writing and students' attitudes toward writing, teacher observations of the six students in the intervention, the Holistic Scoring Checklist, and word lists. (BC)

Descriptors: Check Lists; *Elementary School Students; Grade 2; *Journal Writing; Primary Education; Spelling; *Teacher Student Relationship; Teaching Methods; Word Lists; *Writing Achievement; Writing Improvement; *Writing Skills

Identifiers: *Childrens Writing; Topic Selection

Record - 488

DIALOG(R)File 1:ERIC
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ED350078 PS020622

Infusing Critical Thinking Skills in Early Childhood Education Coursework To Facilitate Decision-Making by Community College Students.

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Kress, Anne
1992
145p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

This practicum report describes an intervention to teach critical thinking skills in two courses in a community college early childhood education program. The objectives of the intervention were to ensure that: (1) students will become aware of critical thinking skills; (2) students will show an increase in their use of critical thinking skills in their written work; (3) students will show an increase in their use of critical thinking skills in class discussion; (4) students will use critical thinking skills as a rationale for decisions about preschool children; and (5) instructors will be aware of an increased use of critical thinking skills by their students. The intervention included a revision of classroom questioning, discussion, and quiz techniques; classroom presentations that modeled critical thinking and decision making skills; and students' journal writing and quiz writing. The objectives were measured by instructor logs, student journals, student work portfolios, student papers, and pre- and post-intervention scores on creative reasoning and critical thinking tests. Results indicated that the fifth objective was not met, and that the second objective was met by one-third of the students. The other objectives were met. A reference list of 40 items is provided. Various materials used in and pertinent to the intervention are appended. (BC)

Descriptors: *College Students; *Community Colleges; *Critical Thinking; *Decision Making; Discussion (Teaching Technique); Preschool Education; *Teacher Education; *Teaching Methods; Tests; Two Year Colleges

Record - 489

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ED349743 EC301488

Implementing a Family Centered Program for Physically Impaired/Developmentally Delayed Preschool Children To Bridge the Therapeutic Gap between School and Home.

Kluger, Karen P.
22 May 1992
56p.; Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum addresses the problem of limited interaction between physical therapists and families of developmentally delayed/physically impaired preschool-age children. A program was developed in which the physical therapist was videotaped handling and exercising a child, while explaining the purpose of the movements and instructing the parent on how to perform the particular therapeutic exercises. At weekly home visits, the videotape was shown to the parent, and the parent was videotaped performing the prescribed exercises. The videotape was then shown to the therapist for evaluation. Results indicated that with step-by-step instruction by a licensed physical therapist, and through the use of videotape and a home trainer who has some knowledge of physical therapy, parents of physically impaired/developmentally delayed preschool-age children can successfully implement a prescribed home therapy program and feel more confident when physically handling their child. The response to the project from both staff and parents was very favorable, and incorporation into future agency services was being explored. Appendixes include parent questionnaires, transcripts of interviews with a physical therapist, and a parent participation statement. (11 references) (Author/JDD)

Descriptors: Exercise; Family Involvement; *Home Programs; Interaction; Motion; Movement Education; *Parent Education; *Parent Participation; *Physical Disabilities; *Physical Therapy; Preschool Education; Program Development; Program Implementation; Therapists; *Videotape Recordings

Identifiers: Developmental Delays

Record - 490

DIALOG(R)File 1:ERIC
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ED349742 EC301487

Improving the Screening Process for Identifying Students with High Academic Potential from Minority Populations.

Ratliff, Mary A.
Jul 1992
158p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum was designed to improve screening procedures for identifying students with high potential, to develop and field test screening instruments, and to increase the number of students with high potential from minority populations referred for further testing. Three screening instruments were developed for use in searching for students with high potential; a faculty workshop and grade-level team meetings were offered; and teachers were given a choice as to which screening instrument they wished to use. Using this approach in 2 schools, 140 additional students from minority populations were identified as students with possible high

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potential. Teachers participating in the workshop on student screening rated it very positively, and teachers (N=49) and parents (N=38) expressed satisfaction with the selected screening instrument. The practicum results indicate that it is important to allow flexibility for schools to personalize the process of screening for students with high potential, and that empowering individuals who are close to the students is the most effective way of implementing change. The practicum also found that when students in grades 3 and 5 completed the screening checklist themselves, clusters of traits were identified which were specific to White, Hispanic, and Black cultures. Appendixes contain survey forms, survey results, and practicum administration materials. (Contains approximately 70 references.) (JDD)

Descriptors: *Ability Identification; *Academically Gifted; Black Students; Cultural Differences; Elementary Secondary Education; Evaluation Methods; Hispanic Americans; Inservice Teacher Education; *Minority Groups; *Screening Tests; Student Evaluation; Teacher Attitudes; *Test Construction; White Students

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DIALOG(R)File 1:ERIC
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ED349741 EC301486

Increasing Parent Involvement in the Reevaluation Process of High School Level Special Education Students by Accommodating Scheduled Meeting Times, Valuing Parent Input and Sensitizing Parents and Staff to the Needs and the Rights of Handicapped Students.

Taylor, Larry
8 Jul 1992
65p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum addressed educators' concerns that relatively few parents involve themselves in the reevaluation process of high school-level students with mild disabilities. The practicum sought to increase parent involvement in the development of 10 students' academic and career/vocational programs. The practicum involved encouraging parents to attend reevaluation meetings and welcoming parents' input in decision making. Parent training and staff training were conducted to help participants become more sensitive to the needs and rights of all students with disabilities. Analysis of practicum data revealed that students, parents, and teachers generally found the intervention to be helpful in increasing awareness of student rights; that more parents participated in the reevaluation process; and that students, teachers, and parents noted an increased feeling of partnership among themselves. Appendixes contain survey forms and other practicum administration materials. (13 references) (JDD)

Descriptors: *Disabilities; High Schools; *Individualized Education Programs; Meetings; *Parent Participation; *Parent School Relationship; *Parent Teacher Conferences; Student Evaluation; Student Needs; Student Rights

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DIALOG(R)File 1:ERIC
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ED349725 EC301470

Development of a Parent Support Group for Parents of Learning Disabled Students in a High School Setting.

Purcell, Nancy Mari
21 Jun 1992
87p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum developed a support group for parents of learning-disabled adolescents at the high school level, to explore career opportunities, adolescent behavior, and postsecondary academic settings. The practicum project surveyed parents concerning their interest in a parent support group, formed volunteer parent committees, arranged for guest speakers including a psychologist and a representative from a vocational rehabilitation agency, and organized a College and Career Night. A pamphlet listing area resources for students with learning disabilities was also developed. It is concluded that the parent support group gave parents a safe place to share their fears, hopes, frustrations, and intuitive knowledge with other parents with similar challenges. Appendices contain various practicum administration materials. (Contains 19 references.) (JDD)

Descriptors: Adolescents; Behavior Development; Career Education; Career Exploration; Child Rearing; Educational Opportunities; High Schools; High School Students; *Learning Disabilities; Meetings; *Parent Education; *Parent Participation; *Program Development; *Social Support Groups

Record - 493

DIALOG(R)File 1:ERIC
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ED349718 EC301453

Developing and Implementing a Transition to High School Program for Incoming, At-Risk, Ninth-Grade Students To Increase School Success.

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Monahan, Patrick R.
8 Jun 1992
66p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum was designed to assist 62 incoming, at-risk, ninth-grade students to acquire the knowledge, motivation, interest, and skills necessary to make a successful transition to high school. Primary objectives were to reduce the number of disciplinary infractions; decrease school absences; involve more of the students in school-related activities; and increase student awareness of study skills, career education services, and counseling assistance. During the practicum program, groups of eight students met with school personnel during their lunch period, to promote social interaction among the students as well as between students and the program's faculty members. Upper-class volunteers were then assigned as "buddies" to ninth-graders. The upper-class students were to serve as role models while assisting the at-risk students with transitional concerns. Group guidance sessions served as vehicles to define and explore school policies, programs, services, and regulations. Small group counseling sessions and individual counseling sessions were introduced to provide an informal setting to share feelings and explore ideas. Study and examination skills were taught, career exploration sessions were conducted, tutoring assistance was provided, and social activities were organized. The practicum involved teachers, students, counselors, and parents in easing transitional difficulties. Analysis of data revealed that the program was successful in meeting its objectives. Appendices provide a student survey form and records of disciplinary infractions, absences, and school activities involvement. (Contains 27 references.) (JDD)

Descriptors: Attendance; Career Education; Counseling Techniques; Discipline; *Grade 9; Group Counseling; *High Risk Students; *High Schools; Individual Counseling; Parent Participation; Program Development; Program Implementation; *Readiness; Role Models; *School Orientation; Skill Development; Student Motivation; Student Participation; Study Skills; *Transitional Programs

Record - 494

DIALOG(R)File 1:ERIC

ED349717 EC301452

A Therapeutic Program To Improve the Body Image of Pre-Puberty Exceptional Education Girls.

Pfeiffer, Linda Jo
31 May 1992
78p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93
Target Audience: Practitioners

This practicum designed and implemented a body image improvement program for seven severely emotionally disturbed latency-aged girls. Students participated once per week for 12 weeks in individual art therapy and in group sessions. The practicum incorporated therapeutic art activities with verbal interactions and utilized human growth films, cooperative learning techniques, and child care personnel from outside agencies. Major issues addressed included cooperation and sharing, health, nutrition and hygiene, puberty and the onset of menstruation, increased body awareness and acceptance, and the acquisition of a more accurate perception of physical self. The individual art therapy sessions allowed for the reinforcement of new concepts and ideas and discussion of questions, concerns, disclosures, and revelations as they arose. Results suggested that participants developed a greater awareness of the physical and emotional changes associated with puberty, an understanding of proper nutrition for young girls, and an improved perception of the physical self. Appendices contain a body image observation checklist and a sample permission letter to parents. (36 references) (Author/JDD)

Descriptors: *Adolescent Development; *Art Therapy; *Body Image; Cooperative Learning; *Emotional Disturbances; Group Instruction; Health Education; Individualized Instruction; Intermediate Grades; Menstruation; Nutrition; Physical Development; *Preadolescents; Self Concept; *Teaching Methods

Record - 495

DIALOG(R)File 1:ERIC

ED349679 EA024289

Developing an In-School Suspension Program in an Elementary School as an Alternative to Home-Bound Suspension.

Guindon, Jerry
1992
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Connecticut
Journal Announcement: RIEFEB93

Outcomes of an inschool suspension program implemented at a New England elementary school are described in this practicum report. Because out-of-school suspension may place children at educational and physical risk, the inschool program was developed to reduce school absences, provide continuing

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instruction, and serve both rehabilitative and putative functions. Data were collected through a pilot teacher survey; interviews with staff, students, and parents; and document analysis of case referral reports, student records, and teachers' checklists of student behavior. Students who participated in the 4-month program had fewer absences, maintained their grades, and demonstrated greater insight into their behaviors. Although the project was judged to be a success, problems involved increased teacher workloads and an overrepresentation of minority students among those who were suspended. Funding for a part-time teacher/counselor is recommended. A copy of the teacher pilot survey in included in the appendix. (Contains 16 references.) (LMI)

Descriptors: *Academic Probation; *Discipline Policy; *Discipline Problems; Elementary Education; Expulsion; *In School Suspension; *Program Evaluation; Student Behavior

Record - 496

DIALOG(R)File 1:ERIC
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ED349577 CS213535
Nurturing Writing Attitudes through Collaboration across the Intermediate Grades.
McKenzie, Flora I.
1992
93p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

An 8-month practicum addressed the adverse feelings for writing (shown in responses to a writing survey) of 30 intermediate-level students. Ten students from each grade level (third, fourth, and fifth) with the lowest scores completed the practicum activities. Students viewed a film for the first strategy. The students' reactions to the film served as the basis for a brainstorming activity. One of the concepts was used to develop a story. Students had the option of using one of the concepts that had been generated from the brainstorming activity or coming up with one of their own as they wrote stories. Some stories were written in groups of six, while others were done in pairs. Students had small group conferences to make corrections. Corrected work was typed, illustrated, and bound. Completed work was bound by the practicum leader. A visual was used for the second strategy--clustering. The procedure described for brainstorming was again followed. Freewriting was the final strategy. At the end of the practicum, most of the students had shown improved attitudes toward writing as documented by their responses to the post-writing survey. Those students whose scores remained the same seemed to change their attitude toward one or more areas on the survey. (Five tables and 11 figures of data are included; 24 references, the questionnaire, the letter to former participants, and a memorandum to schools are attached.) (Author/RS)

Descriptors: Brainstorming; Cooperative Learning; Elementary Education; Instructional Effectiveness; *Student Attitudes; *Writing Attitudes; Writing Improvement; *Writing Instruction

Identifiers: Clustering (Reading); *Collaborative Writing

Record - 497

DIALOG(R)File 1:ERIC
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ED349576 CS213534
A Program To Help College Bound Students Improve Their Verbal Scholastic Aptitude Test Scores.
Teague, Alan B.
Jul 1992
53p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

Improving the verbal scores on the Scholastic Aptitude Test (SAT) of a group of 20 high school juniors was addressed by the implementation of an SAT coaching program. A computer program, "SAT Success," and a video, "SAT Prep Video," along with practice tests from the Educational Testing Service were employed. Students were self-paced through a 12-week period, reviewing skills and practicing types of questions found on the SAT. Simulated written tests were given throughout the program and a final comparison of the Preliminary Scholastic Aptitude Test (PSAT) and the SAT verbal scores were utilized. The results indicated improvement of SAT verbal skills for the target group (only 12 of whom completed more than half of the program) as compared to a group of students in the same school who did not participate in the program. (One table of data is included; 19 references, a student survey on SAT preparation time, and three appendixes containing relevant data are attached.) (Author/RS)

Descriptors: *College Bound Students; High Schools; Program Descriptions; *Program Effectiveness; *Scores; *Test Coaching; Test Wiseness; *Verbal Learning; Writing Skills

Identifiers: High School Juniors; *Preliminary Scholastic Aptitude Test; *Scholastic Aptitude Test

Record - 498

DIALOG(R)File 1:ERIC
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ED349531 CG024541
Using Peer Assisted Learning (PAL) To Reduce the Number of After-School Detentions and Increase Self-Esteem among Fourth

(cont. next page)

through Sixth Grade Tutors Who Are Considered To Be Discipline Problems.
Keane, Kathy Ann
Aug 1992
78p.; M.S. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

The need to decrease the number of students repeatedly receiving after-school detentions was addressed by the implementation of the Peer Assisted Learning (PAL) program. The PAL program is based on the premise that students act out because they desire power. The program gave students power over tutoring situations by having input into planning for themselves and others. The PAL program began with 24 students in grades four through six, although one student withdrew leaving a total of 23 students. Tutoring sessions took place two times per week for a period of 20 minutes. The student tutors met with the researcher and the classroom teacher on alternate Fridays for 20 to 30 minutes. The PAL program was evaluated by a review of the discipline records which indicated a decrease in the number of after-school detentions received by the target group who were classified as behavior problems. Self-esteem in regard to the students' behavior was increased as measured by the Piers-Harris Children's Self-Concept Scale-Revised (1984). Pro-social behavior was also monitored via teacher checklists. Critical thinking skills were utilized in developing lesson plans for each week. Various forms are appended. (ABL)

Descriptors: Behavior Problems; *Cross Age Teaching; Discipline Problems; *Elementary School Students; Intermediate Grades; *Peer Teaching; *Self Esteem; *Tutorial Programs; *Tutoring

Record - 499

DIALOG(R)File 1:ERIC
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ED349390 CE061482
Development of a Video Tape Teaching Module To Facilitate the Patient's Understanding of Chemotherapy.
Vernot, Gertrude W.
Apr 1992
97p.; Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEFEB93

A practicum project was conducted to develop a method to enhance the knowledge base of targeted adult cancer patients entering into a treatment plan that included chemotherapy. The educational component necessary for informed consent by the patient had not been consistent; therefore, a videotape was developed containing general information common to all drugs used in the treatment of cancer. An addendum was developed and individualized instruction given by an oncology nurse to each of the eight participating patients, providing specific information about individual drugs. Success was measured by the accurate completion of an informational survey administered to the targeted population prior to and after the instruction. A further measure was obtained from the completion of the nurse survey sheet by 9 of 12 professional nurses responsible for the patient instruction. Results indicated that patient learning was achieved using the generic tape followed by the nurse-patient interaction. Results also indicated increased job satisfaction for the oncology nurses providing the instruction. (Appendixes include results of the nurse survey, the patient questionnaire, and data on information retention using the tape as an adjunct to learning. (Contains 34 references.) (Author/KC)

Descriptors: Adult Education; *Drug Therapy; *Instructional Materials; Learning Modules; *Material Development; Medical Services; Nurses; *Patient Education; *Primary Health Care; *Videotape Recordings

Record - 500

DIALOG(R)File 1:ERIC
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ED349309 SP034063
Improving Student Teachers' Strategies for Asking a Range of Both High and Low Level Questions through Video Evaluations.
Hougham, Pollidia
1992
85p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The study reported here was conducted to improve student teachers' skills in asking questions capable of eliciting learner responses on a higher cognitive level. Participants, senior student teachers, were chosen randomly for video evaluations of their question asking strategies. Following video recording of lessons, the student teachers performed self-evaluations. Trained observers and college coordinators used an observation form which recognized the levels, types, and techniques of questions that senior student teachers were utilizing; data were collected after each observation; and feedback was provided. Results indicate that subsequent to video evaluation, student teachers' question asking skills improved in the following areas: skill in asking both low- and high-level questions; techniques when asking questions; and abilities to ask questions which would encourage higher level thinking. Appended are: a student teacher's needs assessment

(cont. next page)

form (which includes concerns about questioning skills); an observation form; a supervising teacher's questionnaire; and an evaluation checklist. (Author/LL)

Descriptors: Classroom Observation Techniques; Cooperating Teachers; Elementary Education; Higher Education; *Questioning Techniques; Self Evaluation (Individuals); *Student Teacher Evaluation; Student Teachers; Student Teacher Supervisors; Student Teaching; *Teacher Improvement; *Thinking Skills; *Videotape Recordings

Identifiers: *Question Answer Reciprocity; *Question Types

Record - 501

DIALOG(R)File 1:ERIC

ED349076 JC920469

The Design of Management Practices To Improve the Physical Plant Maintenance of Southwest Texas Junior College.

Box, Wilford Winston
Aug 1992
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Texas
Journal Announcement: RIEJAN93

A study was conducted of the physical plant maintenance department (PPMD) of Southwest Texas Junior College (SWTJC), in order to determine if the department was structured as a functional organization, if maintenance control procedures were in place, and if efficient management practices were being used. Consultations with the director of the PPMD and the air conditioning heating technician, as well as an examination of department and personnel records, revealed the following: (1) inadequate control measures for conducting maintenance; (2) an absence of a training program for maintenance personnel; (3) unconfirmed alignment of work positions due to lack of an organization structure chart; and (4) insufficient managerial competencies for personnel in supervisory positions. Subsequently, two organizational charts were created; the first reflected the PPMD's current structure, while the second suggested revisions to the structure designed to improve utilization of human, material, and financial resouces. Drawing on a review of the literature, a general maintenance employee training program was developed which included job breakdown sheets, and a key-point checklist. In addition, SWTJC's president established the Long Range Planning Committee for Physical Plant Maintenance and Energy Management to oversee ongoing organizational changes. Appendixes include the training breakdown sheets and checklist, sample employee training record forms, an instructional system model, and list of problem solving techniques for the workplace. (MAB)

Descriptors: *Administrative Organization; Building Operation; *Custodian Training; Educational Facilities; Equipment Maintenance; *Management Systems; Operations Research; Problem Solving; *School Maintenance; Two Year Colleges

Identifiers: *Southwest Texas Junior College

Record - 502

DIALOG(R)File 1:ERIC

ED348980 IR015659

Development and Implementation of a Grade Level Specific Computer Literacy Curriculum through Teacher Inservice in an Elementary School.

Burmeister, Marsha L.
Apr 1992
95p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The problem addressed by the practicum was that the computer literacy of teachers and students varied from grade to grade and classroom to classroom, as did the amount of use of the computer. The goal of the practicum was that the participating teachers would improve their knowledge and skills and use the computer for professional and personal purposes. A computer literacy curriculum for grades K through 5 was developed; each level specified vocabulary, knowledge, and skills. Individual teacher inservices were held to enhance teacher computer literacy and to generate a project of the teacher's choice to reflect growth. A faculty workshop focusing on classrooms with access to one computer was also presented. The grade level specific computer literacy curriculum was adopted by the faculty at the school where the practicum was conducted. Analysis of the data from a survey of teachers following the practicum revealed that the participants in the individual inservice sessions were able to use the computer to produce a product and/or explore the use of the computer in a new way. Demonstration of the use of a RF modulator to enable use of a 25" television set as a monitor for whole class lessons led to the purchase and/or placement of this equipment for all the classrooms in the school. Appended materials include the questionnaire for a home computer survey, the grade level specific computer curriculum, the content outline for the optional workshop, inservice and practicum evaluation forms, the questionnaire for the computer survey for the faculty, and checklists and letters. (Contains 22 references.) (RBM)

Descriptors: *Computer Literacy; *Curriculum Development; Elementary Education; *Elementary School Teachers; *Inservice Teacher Education; Instructional Effectiveness; Instructional Program Divisions; Microcomputers; Postsecondary Education; Questionnaires; Surveys; *Use Studies

Record - 503

DIALOG(R)File 1:ERIC

ED348865 FL020553

An In-Service Training Course Designed To Increase Teachers' Strategies for Working Effectively with Second Language Learners in the Elementary School Mainstream Classroom.

Christina, Barbara
1992
126p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: TEACHING GUIDE (052); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The practicum reported here was designed for elementary school mainstream teachers experiencing difficulty with the instruction of limited English proficient pupils. It presented teaching strategies intended to involve the LEP pupil as an active and successful participant in the mainstream classroom. The training address the following seven topics: styles of classroom arrangement and management; theories of second language acquisition; strategies for keeping LEP students involved; cultural sensitivity and recognition of differences; minority parent involvement; content area comprehension for second language learners; and the potential for LEP students to be at risk of failure. Training was given by consultants experienced in bilingual and English-as-a-Second-Language education, and focused on practical strategies for classroom use. A survey following the training indicates that participants did acquire new skills for working with the LEP student and family and felt increased confidence in their abilities to improve the education of this population, involve parents, and recognize and appreciate cultural differences. Appended materials include the teacher questionnaire, evaluation of the seven component sessions, forms, a press release, a 20-item bibliography, and an outline of the training sessions. (MSE)

Descriptors: Classroom Environment; Classroom Techniques; Cooperative Learning; Cultural Awareness; Elementary Education ; Elementary School Teachers; *English (Second Language); Higher Education; High Risk Students; *Inservice Teacher Education; *Limited English Speaking; Mainstreaming; Parent Participation; Student Attitudes; *Student Participation; Teaching Methods

Record - 504

DIALOG(R)File 1:ERIC

ED348683 CS213489

Improving Language Arts Skills at the Elementary School Level.

Finkelstein, Karen S.
Jun 1992
73p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The practicum described in this report was designed to make a significant difference in increasing students' language expression by assisting teachers with the appropriate techniques to incorporate effectively the writing process in an integrated language arts curriculum. The target group consisted of 150 fourth-grade students and the 5 fourth-grade teachers. The implementation period lasted 12 weeks and involved the use of critical thinking skills, analysis, synthesis, evaluation, and graphic organizers. Teachers participated in seven 2-hour training sessions designed to assist them in incorporating the writing process into the integrated language arts curriculum. The success of the practicum was based upon the target teachers' required training assignments, performance on the cognitive language arts composition posttest, and the target students' growth in language expression as measured on the Comprehensive Test of Basic Skills and a holistic scoring writing prompt. Results indicated that: (1) the wide variance between language mechanics and language expression scores was narrowed to a one percentile discrepancy; (2) 52% of the students met the criteria for successful language expression; and (3) all of the target teachers increased their knowledge of the writing process and demonstrated effective strategies for writing instruction. (Sixteen references, the teacher survey, two expository writing prompts, the holistic scoring guide, the teacher pre- and posttest, and the agenda for the teacher training sessions are attached.) (RS)

Descriptors: Grade 4; *Inservice Teacher Education; Instructional Improvement; Integrated Curriculum; Intermediate Grades; Thinking Skills; Whole Language Approach; *Writing Improvement; *Writing Instruction; *Writing Skills; Writing Strategies

Identifiers: Florida; *Process Approach (Writing)

Record - 505

DIALOG(R)File 1:ERIC

ED348680 CS213485

Improving the Writing Skills for Third, Fourth, and Fifth Grade Gifted Students through the Use of Developmental Processes.

Freeman, Mary Helen
1992
69p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.

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Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum was designed to increase third, fourth, and fifth grade gifted and talented students' exposure to the writing process. Nine behavioral objectives were identified: (1) demonstrating more prolifically and mechanically correct narratives; (2) demonstrating more positive feelings toward writing; (3) increasing the number of words used in a narrative; (4) completing a publication-ready narrative; (5) increasing selection of words in a narrative; (6) indicating success in having a written work published; (7) reporting self-improvement in the writing process; (8) increasing ability to inform readers; and (9) demonstrating a desire to write. Developmental writing lessons were designed to help students develop writing skills and to cooperatively share and assist each other in the writing process. Students participated in learning centers, integrated writing skills and viewed educational writing videos. Samples of the students' writing were collected before and after writing projects in portfolios, using a survey and a standard writing scale. All nine objectives were met successfully, and, in many areas, expectations were exceeded. The data from the practicum strongly validated the following: (1) students can improve their writing skills as a result of being exposed to a formalized developmental writing program; (2) students can develop a more cooperative and helping spirit when taught how to assist each other in writing projects; and (3) the use of technologies such as word processing and writing videos can enhance students' writing projects, as was shown in this practicum. In addition, parents, teachers and other students benefitted from the gifted students being involved in the program. (Nine figures are included; 23 references and 7 appendixes are attached.) (Author/PRA)

Descriptors: *Academically Gifted; Intermediate Grades; Primary Education; Writing Attitudes; *Writing Improvement; *Writing Instruction; *Writing Processes; *Writing Skills
Identifiers: *Developmental Curriculum; *Writing Development

Record - 506

DIALOG(R)File 1:ERIC
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ED348679 CS213484
Improving the Writing of Underachieving Ninth Graders through Peer Tutoring.
Gomer, Judith R.
1992
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum addressing the problems of low motivation and poor writing quality of 50 underachieving 9th-grade basic skills students is described in this report. The objectives were to increase motivation among the students and to improve the quality of their essay writing. Peer tutoring was used as a method for encouraging students to help each other improve their writing. Students were assigned nine essays to write in a 3-month period. Evaluations were done by fellow classmates, upper classmen, the Senior English teacher, and the Basic Skills teacher. Both conferencing and constructive written criticism were used for correction and improvement. Grading was accomplished by using a holistic scoring chart. Topics were chosen by the teacher in accordance with the state graduation examination so that the students would be well prepared at the time of testing. A plan was developed whereby each student had the opportunity to work with different partners, groups, and students from other classes. A survey assessed the students' attitudes about writing essays. Analysis of the data revealed that the participants' writing improved. Some attitudes about writing were also improved. The data in the practicum showed that self-esteem was enhanced when students worked together, a factor that caused their writing attitudes and abilities to improve. (One table is included; 22 references and 2 appendixes--containing the student questionnaire and a list of essay topics--are attached.) (Author/PRA)

Descriptors: Basic Skills; Grade 9; *High Risk Students; High Schools; *Peer Teaching; Student Evaluation; *Student Motivation; *Tutoring; Writing Attitudes; *Writing Improvement ; *Writing Instruction
Identifiers: Writing Development

Record - 507

DIALOG(R)File 1:ERIC
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ED348663 CS011017
The Use of Keyboard Familiarization and Basic Word Processing in a First Grade Spelling Program.
Heath-Legg, April Joy
Apr 1992
79p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum used the Keyboard Familiarization approach (introducing students to the location of keys on the computer keyboard) to integrate the computer into a traditionally taught first-grade spelling program, using laminated copies of the computer keyboard. After completing basic drill and practice sessions on the laminated keyboard, the 23

(cont. next page)

first-grade students began to practice spelling words on the computer in a computer lab setting. Results indicated that at the end of the 12-week implementation period, students: (1) became familiar with the location of the keys on the computer keyboard with 90% accuracy; (2) achieved 80% or higher in spelling based on the average of the weekly spelling tests; and (3) expressed a positive attitude toward the spelling program as measured by an informal attitude survey. (Eighteen references and seven appendixes--including teacher and student surveys and results, laminated keyboard, and the informal attitude survey and results--are attached.) (Author/SR)

Descriptors: Class Activities; Computer Assisted Instruction; Grade 1; *Keyboarding (Data Entry); Learning Activities; Primary Education; *Spelling Instruction; Student Attitudes; *Word Processing

Record - 508

DIALOG(R)File 1:ERIC
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ED348662 CS011016
Word Problems: Comprehending the Problem in Fourth Grade.
Doby, Janice K.
May 1992
75p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum addressed the inability of fourth-grade students to successfully solve mathematics word problems due to poor comprehension of and negative attitude toward problem solving. A problem solving improvement program designed primarily around the writing process used in language arts instruction was implemented. The steps of this process include pre-writing, writing, conference, revision, and publication. A student-created mathematics game was an end product of the program. Direct instruction and fun activities on the various properties of word problems, organizing information, determining relevance, and drawing conclusions was also a component of the program. Lessons were designed to be of high interest and fun, helping to create a more positive attitude toward problem solving. Results indicated increased levels of achievement and positive affective changes for the target group of 25 students. (One table of data is included. Appendixes include the pretest and posttest, the word problem attitude survey, and student data. Sample student assignments are attached.) (Author/SR)

Descriptors: Attitude Change; Elementary School Mathematics; *Grade 4; Intermediate Grades; *Mathematics Instruction; Mathematics Skills; *Problem Solving; *Word Problems (Mathematics)

Identifiers: Process Approach (Writing)

Record - 509

DIALOG(R)File 1:ERIC
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ED348661 CS011014
The Acquisition of Vocabulary from Reading Stories Aloud.
Fondas, Linda Blondet
Mar 1992
75p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The practicum reported in this document provided an alternative method of teaching vocabulary to students characterized as disabled readers. The method was a naturalistic approach of reading stories aloud to students, combined with guided discussions before, during, and after the reading to develop critical thinking skills. A target group of 11 first graders participated in the program. The overall objective was the acquisition of vocabulary through reading aloud to students. The target group listened to 5 books over a 10-week period. A selected group of vocabulary words unfamiliar to a first grader were used as the test words. Pretests and posttests were administered to measure the extent of new vocabulary the target group acquired from listening to the same story being read several times. The results showed that reading aloud constitutes a major source of incidental vocabulary acquisition, and that teacher explanation of a word meaning and related activities allow a significant amount of vocabulary to be internalized. (Three tables are included; 23 references and 8 appendixes--containing data, pre- and posttests, and selected vocabulary--are attached.) (Author/PRA)

Descriptors: Discussion (Teaching Technique); Grade 1; High Risk Students; Primary Education; *Reading Aloud to Others; *Story Reading; *Story Telling; Thinking Skills; *Verbal Development; *Vocabulary Development; *Vocabulary Skills

Record - 510

DIALOG(R)File 1:ERIC
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ED348660 CS011013
Increasing the Authentic Reading Experiences of Kindergarten Students through a Teacher In-service Program.
Kirby, Maxine R.
1992
142p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English

(cont. next page)

Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum was designed to assist 30 kindergarten teachers in increasing the authentic reading experiences of kindergarten students in their classrooms. The goal of the practicum was two-fold: to provide the teachers with alternative instructional strategies to drill and practice basic reading skills; and to provide adequate, developmentally appropriate reading materials for the students in the target teachers' classrooms. Survey results, classroom observations, and a review of pertinent literature were used to plan a 19-hour in-service program which was carried out over the school year. Data gathering methods were a student interest and attitude survey, questionnaires, checklists, professional literature, and videotapes on reading strategies. An analysis of the data revealed that the teachers used the knowledge that they gained to select quality children's books and to increase the authentic reading experiences of their students. At the same time, the teachers decreased their use of drill and practice of isolated skills. Monthly sharing sessions, professional literature, funds to purchase children's trade books, classroom observations, and a guest lecturer were rated by the teachers as beneficial aspects of the in-service. (The school system's organizational chart, and eight tables and one figure of data are included; 77 references, the primary classroom literacy assessment inventory, forms for classroom use from the inservice training, and literature recommendations for kindergarten are attached.) (Author/RS)

Descriptors: •Inservice Teacher Education; Kindergarten; Kindergarten Children; Primary Education; •Reading Instruction ; •Reading Material Selection; Reading Skills; Teacher Behavior; Teacher Improvement
Identifiers: •Emergent Literacy

Record - 511

DIALOG(R)File 1:ERIC

ED348659 CS011012
Implementing an Integrated Approach to Reading To Develop Critical Thinking Skills among a Group of First Graders.
Patterson, Retie Y.
May 1992
143p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

The practicum reported in this paper addressed the high percentage of children receiving below average grades in an average first grade reading comprehension class by implementing an integrated approach to reading. Various screening devices, a survey of kindergarten teachers, the Dolch Basic Sight Word Test, the Analytical Reading Inventory (Woods and Move, 1985), the Health Reading Level Test (D. C. Health, 1989), and an Interest Inventory (Miller, 1978) were employed to discern specific behaviors among the children. Based upon these findings a Literature Based Instruction classroom was organized and implemented to provide relevant learning strategies and experiences. The children were exposed to an active constructive process. It required them to think before, during, and after reading, a process that involved the interaction of the reader, the material being read and the content of the material. The results indicated a significant achievement level for the target group. It was concluded that children can be introduced to the world of reading by way of an invitation to join in the sheer joy of playing with the gift of language. If, in the real world, reading, writing, speaking, and listening are highly integrated activities, then the literacy activities that take place in classrooms should be similarly integrated. (One table is included; 1[illegible] references and 17 appendixes--including the kindergarten survey, the Interest Inventory, student data, a comparison of testing instruments, and sample assignments--are attached.) (Author/PRA)

Descriptors: Class Activities; Critical Reading; •Critical Thinking; Grade 1; Language Experience Approach; Primary Education; •Reading Comprehension; •Reading Improvement; •Reading Instruction; •Whole Language Approach
Identifiers: Florida

Record - 512

DIALOG(R)File 1:ERIC

ED348655 CS011004
Once upon a Time--Together: An Intergenerational Reading Program Empowering Teenage Parents To Develop the Emerging Literacy of Their Children While Reducing Their Own Literacy Deficiencies.
Hoffman, Janet B.
Mar 1992
164p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

An intergenerational literacy program was developed for 40 teenage parents and their children enrolled in an alternative education center. The program was designed to empower teenage parents to develop the emerging literacy of their children while reducing their own literacy deficiencies. The Once upon a Time-Together program acquainted teenage parents with the benefits and strategies of reading aloud, the selection of developmentally appropriate storybooks, and the services of the public library. Time was provided for the parents to read

(cont. next page)

aloud to their children. Critical thinking skills were initiated by teaching the parents story structure and by using the computer to write original storybooks. Motivational rewards were included in the form of preparing and enjoying culinary creations of storybook characters and plots. Results were measured by comparative analysis of pre- and post-statistics of a parent diagnostic reading instrument, parent surveys, portions of the Brigance Inventory of Early Development, and audio, video and journal documentation. The statistical results indicated a positive influence of reading aloud on the child and the parent. Surveys indicated increased book ownership and time spent reading aloud together. (Forty-eight references, and 19 appendixes of consent forms, survey instruments, data, and instructional material are attached.) (RS)

Descriptors: *Adolescents; Beginning Reading; Early Childhood Education; Early Parenthood; *Intergenerational Programs; Parent Child Relationship; Parent Participation; *Parents as Teachers; Program Descriptions; Program Effectiveness; *Reading Aloud to Others; Reading Programs; Reading Research; *Young Children

Identifiers: Emergent Literacy

Record - 513

DIALOG(R)File 1:ERIC
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ED348643 CS010988

Using Environmental Print Media To Enhance Third Grade Children's Reading and Writing Abilities.

Orenstein, Rhoda
1992
57p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A course of study to enhance the effectiveness of the traditional third grade reader and workpack as instructional tools was designed for this practicum. The goal was to create a familiarity with the purpose and function of varied print media available within the community, thereby creating a foundation upon which the students (30 third graders) could base their understanding of the settings, themes, and experiences of the traditional third grade reader. The program utilized varied print media and speakers from the students' school and community environment. Classroom cooperative learning centers were established, and a number of group activities and individual assignments were required. Family involvement was encouraged through the broad scope of interactive homework assignments. The program resulted in a heightened sense of achievement, enthusiasm and confidence. The children developed the means of visualizing the printed word. A connection of verbal interaction was developed between school and home. A collaborative setting generated the process of bringing meaning to the printed word. This group practice allowed students to transfer their verbal visualization strategies to the stories of the traditional third grade reader. The children demonstrated meaningful gains in their abilities to describe the purposes and functions of varied print media. (One table of data is included and 43 references are attached.) (Author/PRA)

Descriptors: *Grade 3; *Language Enrichment; Parent Participation; Primary Education; *Reading Ability; *Reading Improvement; *Writing Ability

Identifiers: *Collaborative Learning; Emergent Literacy; *Print Media

Record - 514

DIALOG(R)File 1:ERIC
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ED348616 CG024434

Assisting High School Seniors Who Have Not Made Post Graduation Plans through the Use of Individual and Group Guidance Exercises.

Carrier, Lawren A.
1992
55p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

This practicum was designed to assist high school seniors who had not made decisions about what they would do after graduation. A series of group and individual guidance experiences was developed to provide students with self-knowledge, and knowledge about the options available to them, in order to provide them with the means to develop a plan of action for after high school. A program was developed which consisted of a series of group and individual sessions which incorporated the use of the "Discover" computer-assisted career exploration program and materials taken from the "Discover for High Schools Career Planning Guidebook." After completing the "Discover" program and exercises with a group of high school seniors who were undecided as to their post-high school plans, a series of tours of local training and employment sites were conducted. The tours were accompanied by group sessions in which the information obtained from each tour was incorporated into each student's post-graduation plan. Analysis of the data revealed that all 15 participants in the career decision making group were able to list a specific plan of action for after graduation, including a time frame, and short-term goals, where appropriate. Some students had already taken action to begin their plan prior to graduation. (Author)

Descriptors: *Career Choice; *Career Guidance; Decision

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Making; Group Counseling; High Schools; •High School Seniors; School Counseling

Record - 515

DIALOG(R)File 1:ERIC

ED348522 CE061743
Improving the Keyboarding Composition Skills of Secondary Business Education Students through a Structured Approach.
Parker, Gay E.
1992
87p.; Ed.D. Practicum report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJAN93

A practicum was designed to improve students' manual keyboarding composition skill. A program was developed to integrate the other requisite skills of well-written composition, accurate punctuation and grammar, and fastidious proofreading in a structured, progressive plan. The 25 students in the Typing I Business Fundamentals class, a keyboarding class with business applications, were in grades 10-12. To develop the manual skill, the students were dictated questions requiring one-letter response, progressing to full-paragraph responses as demonstrated each day in a 5-minute warm-up of journal writing. The students received instruction in the "7s" of writing as applied to business letters; opening, closing, and informational paragraphs; rewriting poorly written letters; and practice in punctuation, grammar, and proofreading techniques. Actual business situations were used along with cooperative teaching techniques and writing games. Pretest and posttest evaluations revealed substantial improvement in written composition, punctuation and grammar, and proofreading. Each student was able to master the manual composition keyboarding skill to the extent of comfortable enjoyment and good content productivity. (Appendixes include a list of 26 references, composition pretest/posttest, writing assessment checksheet, proofreading pretest/posttest, and grammar and punctuation pretest/posttest.) (Author/YLB)

Descriptors: •Business Correspondence; •Business Education; •Business English; Grammar; High Schools; •Keyboarding (Data Entry); Material Development; Program Development; Proofreading; Skill Development; Teaching Methods; Typewriting ; •Writing Skills

444

Record - 516

DIALOG(R)File 1:ERIC

ED348143 PS020624
Field Test of a Preschool, Substance-Abuse-Prevention Curriculum Planned for County-Wide Distribution.
Howze, Kate
1992
167p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

This practicum report describes the implementation and evaluation of a substance abuse prevention curriculum in a Florida preschool. It was expected that, as a result of the implementation of the curriculum, children would improve in their ability to identify drugs; would increase their self-esteem; and would improve their peer relations. It was also expected that teachers would rate the curriculum as appropriate and easy to implement. Pre- and posttest measures gauged children's responses to pictures of drugs, of faces of children with various emotions, and of children interacting. A survey measured teacher attitudes. The curriculum, which involved interventions over a 1-month period, included presentation of information about drugs and activities designed to enhance children's self-esteem and peer relationships. Results indicated an increase in children's ability to identify drugs and in the number of children who chose a picture of a happy face as indicating their feelings about themselves. Teachers rated the curriculum as appropriate and easy to implement. A list of 21 references is provided. Appendices include a copy of the preschool substance abuse prevention curriculum, the teacher evaluation survey results, and other materials related to the curriculum and the practicum. (BC)

Descriptors: •Drug Education; Peer Relationship; •Preschool Children; Preschool Education; •Prevention •Program Evaluation; •Program Implementation; Self Esteem •Substance Abuse
Identifiers: Drugs

Record - 517

DIALOG(R)File 1:ERIC

ED348083 JC920347
Development of a Placement Guide for Noncredit Remedial Courses Offered at Mercer County Community College
Barchi, Patricia H.
May 1992
50p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey

445

(cont. next page)

Journal Announcement: RIEDEC92

In 1992, a study was conducted at the James Kerney Campus (JKC) of Mercer County Community College in New Jersey to develop a placement guide for noncredit remedial courses. Although the majority of students attending JKC required academic skill remediation before enrolling in regular college courses, a placement guide for non-credit remediation had not yet been developed. Course schedules and descriptions, teaching methodologies, and skill tests and cutoff scores for all noncredit remedial programs and courses offered at JKC were collected. These data, along with the results of a literature review, were used to create the placement guide. An ad hoc committee, composed of five counselors and seven remediation instructors, met four times to provide input on the guide's content and design, and to review both the first draft and the final version. The resulting noncredit remedial placement guide included the following components: (1) college mission statement; (2) introduction/statement of purpose; (3) overview/benefits; (4) English as a Second Language, Basic Literacy, and Adult Basic Education/High School Equivalency Preparation (ABE/GED) program descriptions (including placement tests used, initial placement options based on test scores, course titles and schedules, maximum enrollments, teaching methodologies, and advising recommendations); and (5) a list of college and community support services. Appendixes provide Mercer's credit remedial placement chart; the procedures manual for noncredit offerings, for college catalog development, and for counseling services; and the noncredit remedial placement guide. (JMC)

Descriptors: *Admissions Counseling; Community Colleges; Educational Counseling; Educationally Disadvantaged; English (Second Language); High School Equivalency Programs; Literacy Education; Literature Reviews; *Material Development; *Noncredit Courses; Program Guides; *Remedial Programs; *Student Placement; Two Year Colleges

Identifiers: *Mercer County Community College NJ

Record - 518

DIALOG(R)File 1:ERIC

ED347749 EC301365

Developing an Appropriate Methodology To Identify Minority Students for the Gifted Program.

George, Brenda Goza
12 Apr 1992
56p.; Ed.D. Practicum Report, Nova University. Appendixes E (matrix) and F (Head Start Association letter) will not copy clearly due to filled type.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92
Target Audience: Practitioners

This practicum report reports on a project to increase the number of minority preschool students referred for a gifted program. A teacher checklist was designed to assist in identifying potentially gifted minority students. Training sessions were held (for 28 teachers serving 519 4-year-old students) at preschool centers to increase teacher awareness of both the characteristics of potentially gifted minority students and the need to refer these students at the preschool level. A matrix was developed for the collection of various sources of information (the teacher checklist, a parent checklist, an evaluation of learning and thinking abilities, and a developmental evaluation) about the minority student. Among outcomes were an increase in number of minority students referred, a parent meeting which improved communication between the public school gifted education program and preschool program parents, and modifications of the preschool program. Appendixes include the teacher checklist, the parent checklist, and the matrix. (17 references) (DB)

Descriptors: *Ability Identification; Check Lists; *Gifted Disadvantaged; Inservice Teacher Education; *Minority Groups; Preschool Education; *Referral; *Student Characteristics

Record - 519

DIALOG(R)File 1:ERIC

ED347714 EC301325

Increasing Nurturing Relationships between Primary Caregivers and Infants Prenatally Exposed to Cocaine through a Neighbor-Implemented Individual and Group Training Model.

Ferrentino, Michael P.
13 Mar 1992
78p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

This practicum was designed to increase nurturing relationships between primary caregivers and infants prenatally exposed to cocaine. Goals were to increase the general emotional well-being of the caregivers within the family unit, to increase the interpersonal competence of the caregivers in relation to the care receiving infants, and to increase the caregivers' use of formal social support systems availed to them. Through individaul and group training sessions, 10 caregivers were actively involved in monthly home and group meetings. The solution strategy was designed to include parent educators who guided caregivers through pertinent stress relieving coping skills derived from strategies and techniques of appropriate parent training during the 1-hour monthly home visitations. The caregivers were encouraged to improve their relationship with the infants by utilizing positive responses through knowledge of normal

(cont. next page)

infant development. Additionally, parent educators and volunteers facilitated monthly group support and parent awareness education sessions designed to increase the access to appropriate community resources. The outcomes of practicum implementation cited increases in many relationship-building behaviors. Parent educators and child protection workers reported that each caregiver demonstrated an increased usage of identified coping behaviors. Post-evaluations indicated that all caregivers improved their relationship with the care receiving infants. Additionally, 3 of the 10 caregivers increased their access from 4 community resource services to 6, 3 others increased their usage from 3 to 5, and the remaining 4 increased their usage of community resource services from a minimum of 2 to a maximum of 7. Through encouragement and understanding, primary caregivers of prenatally substance exposed infants were able to develop nurturing mother and infant bonding relationships. (Author)

Descriptors: Adult Education; Child Caregivers; Child Development; Cocaine; *Congenital Impairments; Coping; Drug Abuse; Helping Relationship; Intervention; Neighborhoods; *Neurological Impairments; *Parent Child Relationship; *Parent Education; Postsecondary Education; *Prenatal Influences; Program Implementation; Social Services; Social Support Groups ; *Stress Management

Identifiers: *Fetal Drug Exposure

Record - 520

DIALOG(R)File 1:ERIC
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ED347713 EC301324

Implementing a Collaborative Consultation Model for Learning Disabled and At-Risk Students in Grade 9.

Levine, Esther Zager
23 Mar 1992
94p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; New York
Journal Announcement: RIEDEC92

This practicum sought to improve the education of six learning-disabled and five at-risk ninth-grade students in English, science, and social studies classes, by implementing a collaborative consultation model which involved having individual teachers work collaboratively with a resource room teacher. Targeted students were given the O'Brien Learning Channel Reference Test. Collaborating teachers completed the Modified Meyers-Briggs Test to determine their teaching style, analyzed learning styles of target students, completed curriculum-based assessments, prioritized the skills needed by students, conducted strategy intervention teaching, reinforced the strategies, learned about and implemented behavioral interventions, and evaluated student progress. The project resulted in improved teaching and learning through analysis of teaching style and learner needs and creation of strategies to meet those needs. Appendices contain forms and survey results. (Approximately 60 references) (JDD)

Descriptors: Cognitive Style; *Consultation Programs; Cooperative Planning; *Educational Cooperation; Grade 9; *High Risk Students; High Schools; *Intervention, *Learning Disabilities; Regular and Special Education Relationship; Special Education Teachers; *Teaching Styles; Teamwork

Record - 521

DIALOG(R)File 1:ERIC
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ED347712 EC301323

Increasing the Number of Emotionally Disabled Students in Mainstream Classes in Elementary and Middle Schools through a Teacher-Student Cooperative Model.

Jamner, Jacques P.
13 Mar 1992
91p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

This practicum had six objectives: (1) to increase the training skills of exceptional teachers to enable them to mainstream students more successfully; (2) to increase the number of emotionally handicapped students placed in mainstream classes in elementary and middle schools; (3) to increase the number of mainstream classes attended by the emotionally disabled students; (4) to increase the duration of the placement for the emotionally disabled students; (5) to improve the attitudes of the regular education teacher towards accepting the emotionally disabled students; and (6) to improve the social skills of emotionally disabled students for increased peer acceptance. Strategies included the use of behavior management and social skills training of both regular and special education teachers, social skills training of students, peer tutoring, and an incentive program for both the students and their teachers. Special education teachers consulted with the regular education teachers to assist them with the mainstreaming process and maintenance. Outcomes of the practicum were positive. The level of teacher training skills increased, the regular education teachers' attitudes toward accepting the emotionally disabled students improved, and 22 of 27 students were able to increase the number of mainstream classes they attended. Appendices contain various check lists and forms and a social skills training package which uses "circle time" to teach social skills in a nonthreatening manner. (Approximately 40 references) (JDD)

Descriptors: *Behavior Change; Behavior Modification; Consultation Programs; Elementary Education; *Emotional

(cont. next page)

Disturbances; *Interpersonal Competence; *Mainstreaming; Middle Schools; Peer Teaching; Student Placement; Teacher Attitudes; Teaching Methods; Tutoring
Identifiers: *Behavior Management; *Middle School Students

Record - 522

DIALOG(R)File 1:ERIC
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ED347634 EA024065
Restructuring Student Data into Useful Information through Computerization.
Gross, Gay Ann
Feb 1992
113p.; Practicum report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

Outcomes of a project that implemented a management information system to effectively gather and record student data are presented in this practicum report. The project, implemented in the adult education department of a community college and its various offcampus locations, consisted of three components: a BASIC program to calculate students' time cards; an attendance spreadsheet; and a database to record all data. A manual was also developed and aides were trained to implement the program. Evaluation was based on interviews conducted with the supervisor and administrators; comparison of recorded data; and questionnaires administered to 2 administrators, 38 teachers, and 11 aides. All administrators and aides and all but 16 teachers responded to the survey. The project met five out of eight of its objectives, which included greater assistance in obtaining detailed student information, a reduction in paperwork, the aides' acquisition of a new management information system skill, improved accuracy of student records, and decreased calculation time. Appendices contain the computer project components, a spreadsheet printout, student registration and data forms, a copy of the manual, and the questionnaire with a summary report. (18 references) (LMI)

Descriptors: Adult Students; Community Colleges; Computer Uses in Education; *Database Management Systems; Data Collection; *Information Retrieval; *Information Storage; *Management Information Systems; *Student Records; Two Year Colleges

Record - 523

DIALOG(R)File 1:ERIC
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ED347607 CS507885
Increasing Prosocial Behavior of Elementary Students in Grades K-6 through a Conflict Resolution Management Program.
Satchel, Brenda B.
1992
84p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum was implemented to increase prosocial behavior of students in grades K-6 through a conflict resolution management program. The objectives of the intervention were to: (1) reduce student discipline referrals for antisocial behavior; (2) increase student conflict resolution scores; and (3) increase the prosocial behavior of students. Several activities were utilized to increase the prosocial behavior of students. These activities involved the selection and training of student facilitators who would serve as mediators in conflict situations; teacher inservice designed to give teachers strategies for resolving conflicts within the school setting; implementation of a curriculum to teach conflict resolution within the school setting; presentations at PTA Executive Board, School Improvement/Effective School Team, and School Care Team meetings; monitoring of the progress of students; and implementation of behavior management techniques within the classroom setting. Data used to evaluate the practicum intervention indicated a somewhat positive effect upon increasing the prosocial behavior of elementary students. However, all three objectives were not achieved as outlined by the established criteria. The results indicated that discipline referrals for antisocial behavior were reduced, a majority of the students improved their conflict resolution scores, students felt that they got along well with their peers, and they felt good about school. (Nine tables of data are included; 28 references and 4 appendixes of forms--student discipline action summary, a form for student profiles on conflict resolution, an annual school survey, and a weekly log--are attached.) (Author/PRA)

Descriptors: Antisocial Behavior; Behavior Modification; *Conflict Resolution; Elementary Education; *Elementary School Students; Inservice Education; *Interpersonal Competence; Intervention; *Prosocial Behavior; *Student Behavior
Identifiers: Communication Behavior; *Conflict Management; Mediation Techniques; Peer Facilitators

Record - 524

DIALOG(R)File 1:ERIC
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ED347606 CS507884
Increasing Global Awareness in the First Grade Classroom by Advocating the Awareness of Self and the Cultural Differences

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of Others.
Sperrazza, Susan S.
1992
60p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum aimed to increase global awareness in the first grade classroom. The problem was that the students were very "Americanized," predominantly white, and rarely exposed to other cultures. Therefore, the students could not recognize commonalities among people and could not understand the cultural differences in others. The major goal was to increase global awareness in all five first grade classrooms by advocating the similarities of self and the cultural differences of others using a thematic, integrated approach. Language-experience charts, portfolios, charts, and student journals were used during the implementation phase to document student growth. The results of the practicum were very positive. All four objectives were successfully reached and surpassed the original expectations. The outcome of the project was demonstrated through improved student attitudes, new friendships, and positive behaviors toward other students and among the five first grade teachers. The students are now more aware of their own needs, and the similarities and differences of others. (Three appendixes--teacher interview questions and personal observation/sample statements--and 17 references are attached.) (Author/PRA)

Descriptors: Class Activities; *Cultural Awareness; Cultural Context; *Cultural Differences; *Global Approach; *Grade 1; *Multicultural Education; Primary Education; Self Concept; Social Studies; *Student Attitudes; Thematic Approach

Identifiers: Cultural Sensitivity; *Global Awareness; Self Awareness

Record - 525

DIALOG(R)File 1:ERIC
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ED347561 CS213462
Expanding Writing Opportunities for Elementary School Children and Assisting Teachers' Knowledge of the Writing Process.
Brand, Wendy
Jul 1992
96p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum was designed to place the teaching of writing as a high priority in an elementary school; allow children more opportunities to share their writing; and assist teachers in their knowledge of teaching writing, especially through the writing process. Children's writing was given high visibility through the use of monthly "young authors" displays, encouragement of classroom and hallway displays, and two editions of a literary magazine. In addition, a publishing center was set up for fourth graders, an after-school writer's club was formed for third and fourth graders, a young author's picnic was held at the end of the year, and a prize-winning teenage author spent half a day in the school giving assemblies and working with students. Teachers were assisted through a district-sponsored graduate course in the teaching of writing plus periodic articles and "idea sheets" that were circulated. Results indicated a higher priority for writing in the school. Teachers saw children's pride when their efforts were displayed and "published" in a literary magazine or in book form. The visiting teenage author was inspiring to both children and adults while the public celebration of the writing efforts was enjoyed by the entire school community. (Four tables of data are included; teachers' needs assessment, questionnaires, a newspaper announcement, announcements and title pages for the literary magazine, and a sample announcement for the writing club are attached.) (91 references) (RS)

Descriptors: *Attitude Change; Class Activities; Elementary Education; *Elementary School Students; Inservice Teacher Education; *Recognition (Achievement); Student Attitudes; *Student Publications; Teacher Improvement; *Writing Attitudes ; Writing for Publication; *Writing Instruction; Writing Processes

Identifiers: Childrens Writing; *Process Approach (Writing)

Record - 528

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED347555 CS213456
Using Portfolios for More Authentic Assessment of Writing Ability.
Marchesani, Richard J.
1992
55p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum sought to improve student writing and student attitude towards writing through a performance-based assessment which featured peer and teacher conferencing, holistic grading, and publication of material written by students. The practicum involved seventh and eighth graders and five teachers who instituted all aspects of the writing

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process from prewriting to evaluation. The 12-week writing program encompassed all four types of writing, provided folders for all students, outlined procedures for peer and teacher conferencing, conducted summative evaluations among teachers, enacted a letter-writing project among students, arranged for the collection and sealing of student folders for teacher assessment in the next academic year, and conducted summative evaluation surveys at the conclusion of the program. Analysis of the survey and evaluation of teacher discussions revealed a substantial increase in student participation in writing as well as an improved attitude by the students about writing. Use of holistic grading procedures brought about a greater awareness by teachers of this type of evaluation and provided a greater spectrum of positive grades from the students participating. Overall teachers and students generated a more positive outlook about writing in general and of portfolio assessment in particular. (Two tables of data are included; four appendixes--the Teacher and Student Surveys on Writing, the Teacher Summative Evaluation of Program, and the Post Project Student Survey--are attached.) Author/PRA)

Descriptors: *Holistic Evaluation; Junior High Schools; *Portfolios (Background Materials); Student Attitudes; *Writing Attitudes; *Writing Evaluation; Writing Improvement; *Writing Processes; Writing Research

Identifiers: Authentic Assessment; *Performance Based Evaluation; *Teacher Studeht Conferences

Record - 527

DIALOG(R)File 1:ERIC

ED347554 CS213455

Improving Students' Expertise and Attitudes during the Postwriting Stage of the Writing Process through Collaborative Revision.

Wells, Mary C.
May 1992
62p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum addressed the problem of students' lack of fluency in standard English despite the traditional paradigm for formal grammar instruction and the emphasis on process writing in most English classrooms. Nineteen (English 2) high school students participated in peer editing groups in a collaborative learning environment. The solution strategy was: (1) to group students of varying fluency levels into editing teams; (2) to monitor errors and revisions via editing checklists; (3) to provide instruction on an as-needed basis; (4) to motivate students to teach and learn from each other; (5) to stimulate the critical thinking necessary for effective editing and proofreading; and (6) to improve attitudes concerning the need for consistent and accurate revision of writing drafts in the context of students' writing. After implementation of the collaborative revision plan, the target group demonstrated increased levels of fluency in postwriting skills. The results also demonstrated increased positivism toward the efficacy of learning and applying the conventions of standard English to students' writing. Conclusively, students benefitted from the strategy of peer collaboration and relevant grammar instruction provided in the context of students' writing. (Eight appendixes--surveying, monitoring, and testing instruments and student data--and 20 references are attached.) (Author/PRA)

Descriptors: *Cooperative Learning; *Critical Thinking; *Editing; Heterogeneous Grouping; High Schools; High School Students; Peer Evaluation; *Student Attitudes; Student Motivation; *Writing Instruction; *Writing Processes; Writing Research

Identifiers: Process Approach (Writing)

Record - 528

DIALOG(R)File 1:ERIC

ED347517 CS011007

Teaching Reading Comprehension Strategies to Sixth Grade Students To Improve Critical Thinking.

Long, Brenda J.
Jun 1992
46p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A reading comprehension program was developed and implemented that addressed the needs of sixth-grade students. The program focused on critical thinking skills using a teamwork approach. Each heterogeneous small group used a checklist composed of before, during, and after reading questions and activities. At the conclusion of the 12-week intervention, students were surveyed on opinions on solving problems, and given posttests on following directions and solving math story problems. Results indicated improved levels of reading comprehension skills in the target group of 30 students. There was a significant increase in critical thinking skills and written communication skills. Greater cooperation among students was observed. Findings suggest that the Reading Strategy Checklist can be used as a cooperative learning program to increase reading comprehension, develop critical thinking skills, improve written communication skills, and enhance whole class discussions. (The Reading Strategies Checklist, a survey instrument, following directions tests, and problem solving tests are attached.)

(cont. next page)

(RS)
Descriptors: Cooperative Learning; *Critical Thinking; *Grade 6; Intermediate Grades; Intervention; Problem Solving; *Reading Instruction; *Reading Strategies; Word Problems (Mathematics); Writing Improvement
Identifiers: Direction Following

Record - 529

DIALOG(R)File 1:ERIC
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ED347516 CS011001
A Program for Improving Reading Comprehension Skills for Average Ability Third-Grade Students.
Haber, Tania Nicole
May 1992
41p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum addressed the problem of poor reading comprehension of average ability third graders in a southeastern U.S. elementary school. The target group consisted of 24 third-grade students from a low socio-economic background. The reading program was initiated to improve reading comprehension skills. The average test score on the basal reading unit test for the group was 74.3%. The strategies for improving comprehension included: group-assisted reading, corrective feedback, emphasis on critical thinking skills, and the Generative Reciprocal Inference Procedure. The target group was tested for performance by the Qualitative Reading Inventory (QRI), the third-grade basal reading unit test, and the critical thinking checklist. Half the group made gains of at least 10% on the QRI, 91% scored an increase of at least 21% on the basal reading unit exam, and 51% of the group was given higher ratings by their classroom teacher as measured by the critical thinking checklist. The program's success was attributed to consistent review of the subject, higher level questioning techniques, and praising the students for their accomplishments. (One table of data is included; 16 references, a 21-item bibliography, and a critical thinking checklist for the classroom teacher are attached.) (RS)

Descriptors: *Critical Thinking; Grade 3; Instructional Improvement; Primary Education; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies ; Thinking Skills

Record - 530

DIALOG(R)File 1:ERIC
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ED347510 CS010983
Improving Evaluation of Third Grade Literacy Using Authentic Techniques and Self Assessment.
Scott, Linda
1992
98p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

The purpose of this practicum was to broaden and strengthen the classroom assessment of literacy development in a third grade. Goals were to implement authentic assessment techniques, to involve both students and parents in goal setting and ongoing evaluation processes, and to develop writing portfolios exhibiting a wide range of student performance. A staff survey was administered comparing standardized tests to course content being implemented; a survey was conducted among third grade parents to ascertain their preferences for report cards or conferences, as well as their evaluation of the effectiveness of conferences; frequent conferences were held with parents to set goals for, and report progress on, student achievement; scaffold conferences were implemented with individual students on a regular basis to review goals and progress; steps in the writing process were modeled; a variety of authentic assessments were implemented, including the portfolio and observation approaches; and several portfolio workshops and alternative assessment presentations were given at district, county, and state levels. Results of the practicum were positive. Analysis of data revealed that the authentic assessment methods monitored through scaffold conferences taught students to assume increased responsibility for their own learning programs. More frequent conferences between parents and teacher, plus the implementation of a criteria based report card, created more meaningful dialogue about the educational program and individual student progress. (Two tables of data and two figures are included. Nine appendixes containing surveys, a teacher scoring sheet and checkoff grid, report card criteria, and parent suggestions--and 44 references are attached.) (Author/SR)

Descriptors: *Grade 3; Literacy; *Parent Participation; Parent Teacher Conferences; *Portfolios (Background Materials) ; Primary Education; *Self Evaluation (Individuals); *Student Evaluation
Identifiers: Alternative Assessment; *Authentic Assessment

Record - 531

DIALOG(R)File 1:ERIC
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ED347509 CS010982

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Improving Intermediate Grade Level English-as-a-Second-Language Students' Attitudes toward Recreational Reading.
Kaminsky, Debra E.
1992
34p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum aimed to improve the attitudes toward recreational reading of 12 intermediate grade level English-as-a-Second-Language (ESL) students so that they would share their enthusiasm and interests in pleasure reading, as well as devote more time to reading. The writer met with parents of ESL students to discuss ways they could encourage recreational reading and school success; scheduled time for recreational reading in the classroom; developed students' interest in newspapers; encouraged students to write, edit, and read their own news of current events using a microphone; had students write their own books; and prepared a grant so that recreational reading materials would be available to the students. Results indicate that the practicum, carried out in a large city in the midwest, was very successful. Students chose recreational reading when given an option of self-selected reading or other activities. They were able to discuss what they had read and found it less difficult to read for pleasure. (An appendix contains the student questionnaire.) (SR)

Descriptors: *English (Second Language); Instructional Innovation; Intermediate Grades; *Parent Participation; *Reading Attitudes; *Reading Habits; *Recreational Reading; *Student Attitudes
Identifiers: Reading Motivation

Record - 532

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED347506 CS010979
Expanding Prospective Teachers' Beliefs about the Reading Process To Enable Changes in Classroom Practice through the Use of Whole Language.
Levin, Jill
1992
92p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A practicum designed to help prospective teachers explore instructional approaches that differ from their intrinsic beliefs about how reading should be taught is described in this report. Particular emphasis was placed on using the whole language approach, as opposed to the more traditional basal reader or skills oriented approaches to reading. All student participants were placed in kindergarten, first, second, or third grade classrooms for implementation purposes. The practicum involved: (1) administration of pre- and post-surveys of teacher beliefs as related to classroom practices; (2) development of a pre- and post-questionnaire of whole language terminology; (3) requiring students to use literature-based lessons in their classrooms; (4) creation of teacher-made materials; (5) introduction of cooperative learning; (6) utilization of big books, dictated stories, and experience charts; (7) observation of students in field placements; and (8) organization of several oral presentations as a means of sharing ideas. Analysis of the data revealed that student participants used more holistic strategies in their classrooms and exhibited enthusiasm and inquisitiveness about whole language and its potential effectiveness. Post-survey results indicated that prospective teachers changed their attitudes toward the whole language approach and were more willing to reflect on how changes in classroom practice can be developed to meet the needs of beginning readers. (Two figures of data are included; [illegible] references, student questionnaires, a fieldwork observation report form, an introductory and follow-up letter to cooperating teachers, a mid-semester evaluation form, and the lesson plan format are attached.) (Author/RS)

Descriptors: Beginning Reading; Instructional Effectiveness; *Preservice Teacher Education; Primary Education; *Reading Instruction; *Reading Processes; Reading Research; *Teacher Attitudes; *Teacher Response; *Whole Language Approach

Record - 533

DIALOG(R)File 1:ERIC
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ED347464 CG024394
Improving Positive Experiences for Middle School Minority Students Entering a Suburban Community, through Intervention Programs Involving Staff, Parents, and Students.
Piscitelli, Christine D.
1992
142p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC06 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; New Jersey
Journal Announcement: RIEDEC92

This practicum was designed to increase the positive experiences of middle school minority students entering a suburban community. The problem for racial and ethnic minorities is how to have full access to and participation in the educational life of the community without surrendering their language and cultural distinctiveness. The goals of this practicum were to enable approximately 230 minority students

(cont. next page)

and their parents to have positive school experiences when interacting with classroom teachers as well as when they were engaged in other school activities. A holistic program was designed which consisted of a series of interventions involving students, teachers, parents, and administrators. These interventions included inservice programs and monthly communiques with parents and assistance programs for students. The results of the program were positive. The goals and objectives of the practicum were met. An analysis of the objectives and goals revealed that there was a major improvement in the incorporation of minority culture students into the educational life of the school. The intervention programs had a positive impact upon the teacher's awareness of the unique needs of minority students entering a suburban community. (Author/ABL)

Descriptors: *Intervention; Junior High Schools; Middle Schools; *Minority Groups; Parent School Relationship; School Role; Suburban Environment

Identifiers: *Middle School Students

Record - 534

DIALOG(R)File 1:ERIC
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ED347276 CE061222

The Development of an Integrated Vocational Academic Instructional Manual for the Rhode Island Department of Education. Emergence of VTO Education in America Seminar.

Lembo, Beverly F.
Apr 1992
58p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC92

A manual was developed for use by the Rhode Island Department of Education to introduce the faculty of the William R. Davies, Jr. Career and Technical High School (Lincoln, Rhode Island) and other secondary schools to the rationale for integration of academic and vocational instruction. A literature review was conducted to provide a conceptual framework for the manual and to determine the type of content to be included. It addressed cognitive, economic, and social justice issues relevant to integration of academic and vocational instruction. A search for similar manuals found none. The manual created contains nine sections, eight of which are concerned with conceptual categories of information that would document and substantiate the rationale for integration of academic and vocational education. The nine sessions are: (1) The Carl D. Perkins Vocational and Applied Technology Act of 1990; (2) Global Competition; (3) The Changing Nature of Work; (4) American Education--How Our Students Perform; (5) New Cognitive Research and Implications for Vocational Education; (6) Employability Skills for the Changing Nature of Work; (7) Models for Integrating Vocational and Academic Education; (8) Specific Benefits of Integrated Curriculum; and (9) Conclusion. This report's five chapters discuss background and significance of the research; the literature review; the methodology used; the results obtained; and conclusions, implications, and recommendations. Appendixes, amounting to about one-third of the report, include a list of 16 references, validation letters, and the complete manual. (YLB)

Descriptors: *Academic Education; Educational Research; Employment Potential; Federal Legislation; High Schools; *Integrated Curriculum; Job Skills; Literature Reviews; Models; *Orientation Materials; Statewide Planning; *Teacher Orientation; *Teaching Guides; *Vocational Education; Vocational High Schools

Identifiers: Rhode Island

Record - 535

DIALOG(R)File 1:ERIC
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ED347259 UD028763

The Development of a Freshman Orientation Course for African-American Students with a Focus on Afrocentricity.

Daughtry, Leslie M.
Jun 1992
48p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIENOV92

To address the needs of African American students at Beaver College in Glenside (Pennsylvania), a one-credit freshman orientation course on Afrocentricity was developed. The course was intended to increase the comfort level between the institution and its culturally diverse students and add additional support for increased retention of African American students. The course was developed in three stages. The first stage was an informal survey of six neighboring colleges to determine what courses they offered in the subject area. Suggestions from three schools were considered; and recommendations on scope, sequence, and materials were sought from M. Asante, an expert in Afrocentricity. The second phase included the development of the course using the "Principles of Instructional Design" of R. M. Gagne and L. J. Briggs. Objectives were determined for a 10-week course. The third phase involved review and validation by four content area experts. The course was included on the spring 1992 academic calendar. An appendix contains the syllabus, and there is a 16-item list of references. (SLD)

Descriptors: Academic Persistence; Black Culture; Black History; *Black Students; Black Studies; *College Freshmen;

(cont. next page)

*Course Content; Course Objectives; Cultural Awareness; Cultural Education; *Curriculum Development; Higher Education; School Holding Power; *School Orientation

Identifiers: *African Americans; *Afrocentrism; Beaver College PA

Record - 536

DIALOG(R)File 1:ERIC

ED346930 JC920363

The Development of a Retention Plan for Use at Sue Bennett College.

McLendon, Sandra F.
Jul 1992
62p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIENOV92

In 1992, a practicum was undertaken to develop a student retention plan for use at Sue Bennett College (SBC), an independent junior college located in London, Kentucky. The college had a retention rate of 33 percent between the freshman and sophmore year in 1990 which was a decline from the 62 percent in 1985. The development of the plan included a review of the literature, the solicitation of retention plans from other institutions of higher education, input from the Student Life Committee, and input from various deans, administrators, and outside experts on retention. The plan emphasized the following: (1) the development of an enrollment management plan that would help foster an environment for persistence; (2) campus-wide participation, academic integration, faculty involvement, academic tutoring, academic advising, financial aid expediency, and freshman orientation; (3) the reduction of bureaucracy in admissions and registration, increasing hours in offices, increasing commuter parking, and offering more support services; (4) creative scheduling of courses and social activities; (5) faculty mentoring, academic support, early alert systems, and child care; (6) a caring attitude on the part of the faculty and the staff; (7) a recruitment effort that emphasized retention; (8) an ongoing institutional research effort; (9) a communications effort that included faculty, staff, and students; (10) an institutional support system designed to increase student competencies; (11) an evaluative system designed to assess the effectiveness of the plan; and (12) a campus-wide delegation of retention responsibilities. A discussion of the plan's implications and further recommendations are offered. Appendixes include the SBC retention plan and an SBC financial aid plan. (JMC)

Descriptors: *Academic Persistence; Administrator Attitudes; *College Planning; Community Colleges; Literature Reviews; Models; School Holding Power; Social Influences; Student Attitudes; *Student Attrition; Two Year Colleges

Identifiers: *Sue Bennett College KY

Record - 537

DIALOG(R)File 1:ERIC

ED346724 FL020431

Teaching the Cultures of Francophone Countries to High School French Students through Group Activities.

Pulliam, Brenda J.
1992
67p.; Ed.D. Practicum I Report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Georgia
Journal Announcement: RIENOV92

In recognition of the need to improve the cultural proficiency of high school students studying French, a 12-week unit was developed and implemented to teach the cultures of francophone countries to 20 randomly selected first-level students. A survey and pretest were administered to determine students' ability to demonstrate knowledge and appreciation of French-speaking countries and people. The teaching strategy for the unit used a combination of student-centered activities such as dialogues, skits, minidramas, research projects, group discussions, and an interaction with another language class. A portable language lab with wireless headsets and cassette tape recorders facilitated a variety of simultaneous activities. Individual and group activities and a posttest measured the outcomes. Improvements in students' cultural proficiency were found in the following areas: ability to recognize and locate francophone countries on a world map; ability to describe in both oral and written forms cultural patterns of French-speaking people; and ability to express ideas about diverse aspects of life in francophone countries. Appendices contain the student survey, questionnaire, world map, and test. Contains 26 references. (LB)

Descriptors: Academic Achievement; *Class Activities; *Cultural Awareness; *French; *Group Activities; High Schools; High School Students; Language Skills; Map Skills; Questionnaires; Student Centered Curriculum; Teaching Methods; World Geography

Record - 538

DIALOG(R)File 1:ERIC

ED346707 EC301322

Increasing Enrollment of Preschool Children with Special

(cont. next page)

Needs in Regular Daycare Programs through a Peer-Coaching, Systems Change Approach.

Irwin, Sharon Hope
24 Feb 1992
96p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: Canada; Nova Scotia
Journal Announcement: RIENOV92

This practicum was designed to increase enrollment of preschool children with special needs in seven regular day care centers. Corollary aims were to improve the attitudes of day care directors and staffs towards integration; to increase parental and community awareness of integration; to keep governmental day care staff aware of the program in progress; and to introduce concepts of "appreciating differences" to nonhandicapped preschool children. Seven workshops were held with directors and key staff. Other practicum activities carried out included attitude surveys of staff and directors; interviews with directors; parent awareness sessions; and consultation visits to day care centers. Three children with special needs were subsequently enrolled in regular day care programs, and staff and director attitudes toward integration became more positive. Issues of power and control are discussed. Appendices contain the attitude survey instrument for childhood professionals, data supporting practicum findings, and various administrative materials. (Approximately 80 references) (JDD)

Descriptors: Administrator Attitudes; Attitude Change; *Attitudes; *Day Care Centers; *Disabilities; Enrollment; *Mainstreaming; Parent Education; Peer Influence; Peer Relationship; *Preschool Children; Preschool Education; *Special Needs Students; Staff Development; Workshops

Record - 539

DIALOG(R)File 1:ERIC
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ED346697 EC301312
Increasing the Number of Minority Elementary Students Found Eligible for Placement in a Gifted Program by Enhancing the Quality of Screening Instruments and Inservice Training Provided to School Staff.

Kofsky, Gale E.
12 Mar 1992
115p.; Ed.D. Practicum Report, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV92

This practicum attempted to increase the number of minority elementary students in prekindergarten through grade 5 found eligible for placement in a gifted program by enhancing the efficiency and effectiveness of the screening instruments and by providing inservice training to increase the understanding of gifted characteristics and program eligibility by school staff. Four hands-on inservice training sessions were used to familiarize teachers, counselors, and administrators in target schools with a preselected group of norm referenced screening instruments and with characteristics common to gifted minority and limited English proficient children. A matrix was developed to assist the Child Study Team in its review of referral information. The program met all four of its objectives: (1) a 10 percent increase in the percentage of Black and Hispanic students found eligible for placement in a gifted program; (2) an increase in the number of Black and Hispanic students screened for gifted testing in 80 percent of the low referring schools; (3) an increase in the percentage of young (prekindergarten through grade 2) minority students screened; and (4) improvement in the understanding of gifted characteristics and eligibility criteria of teachers and administrators. Appendixes include a record sheet of gifted screening information, the survey of gifted identification procedures and practices, an assessment of characteristics of giftedness, and a pilot gifted screening program log sheet. (64 references) (DB)

Descriptors: *Academically Gifted; Blacks; Elementary Education; *Elementary School Students; *Eligibility; Hispanic Americans; Incidence; Inservice Education; Limited English Speaking; *Minority Groups; Preschool Education; *Referral; *Screening Tests; Student Characteristics

Record - 540

DIALOG(R)File 1:ERIC
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ED346418 CG024327
Improving Negative Behavior in Adolescent Pupils through Collaborative Initiatives.

Rhone, Elvie
1992
73p.; Ed.D. Practicum report, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV92

A review of the counselor's log at one elementary school serving students through the eighth grade indicated that during the fall of the 1990-1991 school year, 55 pupils were referred for negative behavior. Negative behaviors included refusing to obey, constantly causing disruptions, stealing, verbal or physical assaults, withdrawn and uncooperative behavior, and family problems. A practicum was developed to decrease the number of adolescent pupils who exhibited negative behavior and to enhance the students' coping skills.

(cont. next page)

Parents, teachers, high school counselors, and community organizations were to act as change agents. To meet the goals of the practicum, group guidance sessions were designed in collaboration with teachers, high school counselors, administrators, and community agencies. Twelve weekly sessions were held with emphasis on self-esteem, role models, character building, and appropriate behavior. Teacher mentors were used to enhance the program. Data were collected before and after the sessions and were obtained from teacher behavior checklists, interviews, questionnaires, needs assessments, and student self-evaluations. Data analyses revealed that all of the outcomes were achieved. The number of pupils exhibiting negative behavior decreased dramatically. The findings suggest that pupils exhibiting negative behavior can learn better coping skills and that collaboration with parents, teachers, other counselors, and community agencies are key factors in helping adolescents. It appears that group guidance and mentoring are excellent ways to increase and enhance the counseling services provided for adolescents. (NB)

Descriptors: *Adolescents; *Behavior Change; Change Agents; Coping; Elementary Education; Elementary School Students; *Group Counseling; Mentors; Prosocial Behavior; Role Models; *School Counseling; Self Esteem; Skill Development

Record - 541

DIALOG(R)File 1:ERIC

ED346370 CG024277

Organizational Guidelines for Establishing a Core Team To Deal with Alcohol and Drug Abuse: In a High School.

Sarnecki, Thomas G.
1992
152p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC07 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIENOV92

A practicum was designed to organize a drug prevention/intervention program for high school students. Goals of the practicum were to organize a core team to address alcohol and drug prevention/intervention strategies; to assist staff members in recognizing early warning signs of potential substance abusers and at-risk students; and to develop an effective referral system for students suspected of alcohol or drug use. A 2-day inservice workshop was conducted for staff members to make them aware of the core team and substance abuse counselor's roles and responsibilities in addressing substance abuse problems. A handbook was developed that focused on intervention procedures for students identified as drug and alcohol users, prevention of alcohol and drug use, objectives of an alcohol and drug awareness program, student drug policy, referral to community programs, and referral guidelines. This practicum was successful as verified by the adoption and implementation of eight objectives. An indirect outcome of the practicum was the enlistment of the University of South Florida's "SAFE TEAM," a drug prevention/intervention grant program to assist all high schools in the author's county with a training program to develop peer teams to help fight drugs. Fifteen appendixes contain: a Self-Reporting Rating Scale; pre-test and post-test results of the scale; survey results of student assistance program models; description of the teacher/counselor student assistance program inservice; student referral form; letter to parent; high school officer's classroom presentation list; attendance and activity reports, contacts with media; list of media center's substance abuse education/prevention video; a list of ways to identify high-risk substance users, grades 9-11; and core team logo. (Contains 100 references) (NB)

Descriptors: *Alcohol Abuse; Drinking; *Drug Abuse; High Schools; *High School Students; Intervention; Prevention; *Teamwork

Record - 542

DIALOG(R)File 1:ERIC

ED345649 HE025544

Evaluation of the Freshman Class To Determine Predictors for Academic Success at Panhandle State University. Emergence of Higher Education in America Seminar.

Manning, Wayne
Apr 1992
52p.; ED.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Oklahoma
Journal Announcement: RIEOCT92
Target Audience: Teachers; Practitioners

A study was done at Panhandle State University (Oklahoma) examining whether high school grade point averages or ACT (American College Testing) scores provided a better predictor of freshman academic success. Study procedures included a review of the literature, meetings with the academic vice president and five deans, as well as examination of dropout information on the university's 1989-90 year and analysis of information on 170 freshman. Conclusions from the analysis indicated that other factors besides the two scores may have an impact on college grades such as social orientation, age, and student goals at time of enrollment. However, evidence indicated there was a relationship between the high school average, ACT scores and college grades. Analysis of the freshmen in subgroups based on sex and ACT scores revealed that the multiple correlation difference was not large enough to justify the decision to use just one as a single predictor for all subgroups. However, the high school grade average was a better predictor for males and for those with ACT scores

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above 18. Included are 16 tables, appendixes containing a report of the meeting with the academic vice president, and a report of meetings with the five deans. Also included are 10 references. (JB)

Descriptors: *Academic Achievement; *College Freshmen; Grade Point Average; Higher Education; Predictive Measurement; *Predictive Validity; State Universities

Identifiers: ACT Proficiency Examination Program; Panhandle State University OK

Record - 543

DIALOG(R)File 1:ERIC

ED345619 HE025514

The Development of an Incentive Pay System for Use at Sue Bennett College.

McLendon, Sandra F.
Apr 1992
54p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEOCT92
Target Audience: Administrators; Practitioners

This paper reports on a study designed to assist in the development of an incentive pay system at Kentucky's Sue Bennett College that would be utilized to recognize merit and performance through increases in faculty salaries. Study procedures to determine the system's elements involved a literature search, a solicitation of input from the Faculty Development Committee, an analysis of merit pay models, and input from outside sources. Guidelines for the development of the incentive pay system stated that: (1) the faculty be involved in the planning; (2) the objectives be specific, known, and measurable; (3) everyone who qualifies be rewarded; (4) the Board of Trustees (BOT) and the administration support the system; (5) the faculty members be responsible for documentation; and (6) a tenure system and a faculty ranking system be in existence as pre-conditions for the incentive pay system. Recommendations were that the system should be adopted by the BOT for a probationary period of 1 year, after which an evaluation would be conducted, the results of the evaluation and the review would be disseminated, and the feasibility of other nonmonetary reward systems would be investigated by the faculty. Appendices describe the faculty evaluation system, the faculty ranking and promotion system, and the incentive pay system. Contains a 38-item bibliography. (GLR)

Descriptors: College Faculty; *Compensation (Remuneration); Faculty Evaluation; Higher Education; *Incentives; *Merit Pay; *Merit Rating; Program Development; Recognition (Achievement); Rewards; *Teacher Salaries

Identifiers: *Sue Bennett College KY

Record - 544

DIALOG(R)File 1:ERIC

ED345579 FL020419

Enhancing Reading Comprehension and Critical Thinking Skills of First Grade ESOL Students through the Use of Semantic Webbing.

Kaufman, Madeline
Feb 1992
54p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT92

In response to low reading scores among first grade students of English as a Second Language (ESL) in one inner-city school, the teaching techniques of semantic webbing and brainstorming were used to improve student reading skills. Subjects were eight first grade ESL students. Pretests were administered to assess student levels of reading comprehension and critical thinking. Students then participated in semantic webbing activities where brainstorming techniques were taught and encouraged. After 12 weeks, a posttest was administered. Results indicate that 87% (seven of the eight students) improved reading comprehension, but only one student's score improved by the suggested criterion of 50%. One student's scores dropped. These results were attributed to the fact that English was the students' second language and that students most often spoke Haitian Creole among themselves. Some behavior changes were observed, including improved skills in critical thinking, increased brainstorming for problem-solving, better interpersonal communication and use of positive challenges, and application of thinking skills to other subjects. These indicate that the technique was somewhat effective. Pre- and posttests and results are appended. (MSE)

Descriptors: *Brainstorming; Classroom Techniques; *Critical Thinking; *English (Second Language); Grade 1; Instructional Effectiveness; Limited English Speaking; Primary Education; *Reading Comprehension; *Reading Instruction; *Semantics; Skill Development; Thinking Skills

Identifiers: *Semantic Webbing

Record - 545

DIALOG(R)File 1:ERIC

ED345298 CS213403

British Literature: Increasing Relevancy for High School Seniors through Multicultural Augmentation.

Kirkland, Nancy C.

(cont. next page)

1992
103p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT92

A practicum aimed to increase the relevancy (to the ethnically diverse students of contemporary classrooms) of the regular high school senior English course in British literature and composition by expanding the curriculum to include selections from countries (other than the United States) influenced by the British Colonial Empire. Using a thematic approach, works were selected to include writers representative of African, Asian, and Hispanic cultures. These additions were enmeshed into the regular canon of British authors. Learning styles and cooperative learning strategies were employed to promote cooperation and understanding within the classroom. The writing component was designed to foster self-exploration through interaction with the literature at a more personal level by means of personal essay, journal, letter, and portfolio writing. Group editing and sharing were encouraged. While the formal implementation period covered only a three-month period, the expanded syllabus covered the year-long course. The practicum outcome was positive, with results of a pre- and post-survey of students showing that each of the four ethnic groups (Asian, Hispanic, Black, and White) gained dramatically in strength of identity with major characters in the expanded British literature curriculum. Results support the perceived need for educators to attend to minority students' need to encounter role models representative of their particular cultures. (Four figures and 11 tables of data are included. Thirty-five references and four appendixes--containing a questionnaire, the surveys, and the course outline--are attached.) (Author/SR)

Descriptors: Class Activities; Classroom Research; Course Content; Course Descriptions; English Instruction; *English Literature; High Schools; *High School Seniors; *Literature Appreciation; *Multicultural Education; *Relevance (Education); Thematic Approach
Identifiers: Contact Literature

Record - 546

DIALOG(R)File 1:ERIC
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ED345206 CS010928
Evaluating Student Learning in Language Arts in the Primary Grades through Whole Language Assessment Techniques.
Hyde, Diana DeShazo
1992
108p.; Ed.D. Practicum, Nova University. Some supplementary material may not reproduce clearly.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEOCT92

A practicum sought to measure and document real learning in natural circumstances through the use of whole language assessment techniques involving observation checklists on which skills for the language arts (writing, spelling, reading) were listed. Skills were measured using descriptor words such as "stable," "evident," and "not evident" in order to plot a student's progress in literacy development in a positive way. A reading behavior form was also included. This classified students into one of three learning groups, according to the answers given to a list of seven questions; emphasis was on behavior and learning style. These alternative assessment forms were collected in a simplified seven-page booklet format for each student. Not only could the student's skills be assessed quickly through check marks in the appropriate columns, but his or her style of learning was also included in the booklet. Results indicated that teachers who used the Observation Checklist preferred this type of assessment to the report card format, and found instructional decisions easier to make when using these forms. (Two tables of data are included; 37 references and 7 appendixes--containing a questionnaire, the checklists, the reading behavior form, and learning activities handouts--are attached.) (Author/SR)

Descriptors: *Check Lists; Cognitive Style; Grade 2; *Language Arts; Primary Education; *Student Evaluation; *Whole Language Approach
Identifiers: *Alternative Assessment; Reading Behavior

Record - 547

DIALOG(R)File 1:ERIC
(c) format only 1996 Knight-Ridder Info. All rts. reserv.

ED344682 PS020497
Increasing Parent Involvement in the Moral and Ethical Development of the Elementary Child To Decrease Acts of Violence in Pre-Adolescent Children.
Woodard, Beth L.
Feb 1992
41p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP92

This paper reports on the implementation and results of a program that addressed the problem of aggressive behavior among students at an urban elementary school. Program objectives were to bring about a decline in the number of referrals written for students' aggressive behavior; an increase of parents' supervision of children's media

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consumption; and an increase in students' use of successful conflict resolution strategies. A group of 100 parents participated in a 10-week program that focused on: (1) statistical information about children's aggressive behavior; (2) types of parents; (3) parents' listening skills and self-awareness; (4) monitoring and evaluation of children's consumption of entertainment media; and (5) children's positive self-images. A group of 30 children attended 10 weeks of teaching sessions that examined creative problem-solving techniques, such as mediation, visualization, and values perception. Pre- and posttests were given to parents; children completed posttests only. The number of referrals for aggressive behavior did not decline sufficiently during the 10 weeks to meet the first objective. The second and third objectives were met, as indicated by the fact that more than 60 percent of the parents reported that they supervised their children's media exposure, and by an 89.6 percent success rate on students' conflict resolution posttests. An 18-item reference list is provided. Appendices include copies of the parent survey letter, the parent survey, and parent and student posttests. (BC)

Descriptors: *Aggression; Conflict Resolution; Elementary Education; *Elementary School Students; *Mass Media Effects; *Moral Development; Parenting Skills; *Parent Participation; *Parents; Parent Student Relationship; Program Descriptions; Program Implementation; Surveys

Identifiers: *Parent Supervision

Record - 548

DIALOG(R)File 1:ERIC

ED344645 JC920217
The Development of a Model Faculty Training Program To Promote the Integration of Technology into the Curriculum.
Lever, Judy C.
1992
179p.; Ed.D Practicum, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP92

In 1992, a practicum was undertaken to identify and implement a series of technology training strategies, providing faculty with the ability to improve the integration of technology into the curriculum. The setting was a multi-campus, two-year, state-supported community college with five campuses and numerous outreach centers. Objectives included the following: (1) an increase in faculty computer literacy; (2) an increase in the awareness of technology applications; (3) an increase in the utilization of technology; and (4) the creation of a replicable training model. The training program was undertaken and evaluated in two diverse training environments. Achievement of training objectives was measured through post-training self-assessment. The assessment instrument was mailed to approximately 60 faculty members who had participated in at least one technology workshop. Of these, 28 responded. Results indicated that objectives one, two, and four were clearly met and that objective three was apparently met, although this was not as clearly evidenced and supported as were the other three. During the implementation phase, a number of individual, group, and campus training strategies were selected and tested in both environments. Faculty needs were assessed, and appropriate strategies were implemented in response to them. For both environments, literacy, awareness, and utilization increased as a result of the program. Overall, the identified and implemented strategies formed the basis of a sound model training program for technology integration. The bulk of the report consists of 17 appendixes containing materials utilized at all stages of the practicum, including an instructional technology 5-year plan, needs assessment forms, curriculum materials, and evaluation instruments. Includes 13 references. (JMC)

Descriptors: College Faculty; Community Colleges; Computer Literacy; *Computer Uses in Education; *Curriculum Development ; *Faculty Development; *Inservice Teacher Education; Models; Practicums; *Professional Training; Questionnaires; Self Evaluation (Groups); Technological Advancement; *Technological Literacy; Two Year Colleges; Workshops

Record - 549

DIALOG(R)File 1:ERIC

ED344631 JC920197
A Comparison of Teaching and Learning Techniques by Teachers and Students at Northern Maine Technical College.
McKinnon, Norma M.
Apr 1992
198p.; Ed.D. Major Applied Research Project, Nova University.
EDRS Price - MF01/PC08 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160); DISSERTATION (041)
Geographic Source: U.S.; Maine
Journal Announcement: RIESEP92

In 1992, an evaluative study was conducted to describe systematically the characteristics of Northern Maine Technical College's (NMTC's) faculty and students with respect to specified teaching and learning variables. The study sought to determine and outline appropriate instructional improvement strategies for possible implementation at NMTC, using a case study research design. The study sample consisted of 209 full-time students and 36 full-time faculty. Conclusions, based on an analysis and comparison of the faculty and student data, included the following: (1) preferred teaching

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techniques of the NMTC faculty included lecture, written exams, questioning students, and homework; (2) the least favored teaching techniques of the NMTC faculty included panel presentations and debates, role-playing, independent study, and student presentations; (3) faculty's personality type affected the teaching techniques chosen for use; (4) teaching experience was not a factor in the frequency of use of certain teaching techniques by NMTC faculty; (5) NMTC faculty believed that the traditional didactic teaching methods, involving the giving of information and the application of knowledge, were the most beneficial for assisting NMTC students to learn; (6) NMTC students found predominantly teacher-centered learning techniques, such as "on-the-job" training and watching a demonstration as the most helpful to their learning; (7) NMTC students viewed predominantly student-centered learning techniques, such as giving a presentation in front of the class or leading a class discussion, as not helpful to learning; and (8) gender differences existed in the ways students preferred to learn, and age and marital status did influence the way students learned. Appendixes provide the survey instruments, a sketch of personality types, and notes on teaching techniques. (JMC)

Descriptors: Case Studies; Community Colleges; Comparative Analysis; Instructional Improvement; *Learning Strategies; Literature Reviews; Questionnaires; *Student Attitudes; *Student Characteristics; *Teacher Attitudes; *Teacher Characteristics; *Teaching Methods; Two Year Colleges

Identifiers: Northern Maine Technical College

Record - 550

DIALOG(R)File 1:ERIC

ED344196 CS010907

Creating and Implementing a Model for Motivating Recreational Reading Using a Whole Language Approach for Secondary School Students.

Dickinson, Susan
Jan 1992
82p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP92

A practicum was designed to increase the amount of recreational reading by secondary school students, and to improve students' attitude toward reading, thus decreasing disruptive behaviors in the classroom. A whole language workshop approach was implemented over an 8-month period in two high school English classes, grades 10 and 11, college preparation level, with a total of 104 students. Many of the students had the skills to read but chose not to do so. The workshop was student-centered so that students could become self-directed, choosing reading materials of interest to them. The focus of the curriculum was on reading, thinking, and discussion, and the teacher's role was that of facilitator. Pre- and post-surveys were administered to record changes in student attitudes and improvement in leisure reading. Results showed that students' attitudes toward reading improved; that more students were involved in leisure reading; that fewer disruptions occurred during sustained reading in the classroom; and that students increased the amount of their free time spent in leisure reading. While three of the four practicum objectives were not met, the improvement shown was positive in terms of overall success. (Six tables of data are included; 33 references and five appendixes containing the survey of leisure reading, leisure time survey, time analysis of a week, instrument for measuring disruptions, and reading interest quiz are attached.) (SR)

Descriptors: Classroom Environment; High Schools; High School Students; Motivation Techniques; *Reading Attitudes; *Reading Habits; *Recreational Reading; *Student Attitudes; *Student Motivation; *Whole Language Approach

Identifiers: *Reading Motivation

Record - 551

DIALOG(R)File 1:ERIC

ED344182 CS010880

Cross-Age Tutorial Program To Increase Reading Comprehension through the Use of High Interest Activities Involving Reading.

Leatherwood, Prudence Lee
Jan 1992
96p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIESEP92

A practicum used a program of high interest activities involving reading to address the problem of low reading comprehension grades and test scores of eight students in the second through fourth grades, who were an average of 1 year behind the norm in reading. The program's six units included a listening unit, computer technology unit, daily activities unit (including the newspaper, restaurant menus, cooking, TV Guide, and favorite magazines), drama unit, writing unit, and library unit. Each unit took 2 or 2.5 weeks to implement, and the practicum lasted 3 months. Results indicated a desire to participate in more reading activities as evidenced by the increased number of books checked out, an improvement in attitude toward reading, an improvement in reading grades, and an increase in critical thinking skills. Results suggested that the more relevant reading became to the student through high interest activities, the greater the reading

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comprehension. (Twenty-one references are attached. Appendixes include the student questionnaire, parent questionnaires, the "Reading Cheer Song," a manual, tips for parents, the elementary learning channel preference worksheet, award sheets, and software evaluation forms.) (SR)
Descriptors: Class Activities; Critical Thinking; Cross Age Teaching; Elementary Education; •Reading Attitudes; •Reading Comprehension; •Reading Improvement; Reading Strategies

Record - 552

DIALOG(R)File 1:ERIC
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ED343684 PS020397
Developing Positive Parent Involvement in Indian Pre-School Programs through Appropriate Program Orientation.
King, Karen
1992
57p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92
The goal of this practicum was to design an effective program orientation session for teachers and parents that would enhance parent involvement in an American Indian Head Start preschool program. Objectives were that: (1) a total of 90% of families and 100% of staff would attend a program orientation session; (2) a parent involvement activity idea book would be generated during the orientation session; and (3) half the families would volunteer twice a month for participation in the classrooms. Implications for continuation and duplication of the practicum are included. Results revealed that even though the objectives were not met, the program orientation session effectively enhanced parent involvement, particularly in terms of classroom activities, policy, and decision making. Factors that contributed to the failure to attain practicum objectives are discussed. Appended are 20 references and related materials. (GLR)
Descriptors: •American Indian Reservations; •American Indians; Child Caregivers; Cultural Awareness; Cultural Isolation; Family School Relationship; High Risk Students; Multicultural Education; Orientation; •Parent Education; Parenting Skills; •Parent Participation; •Parent Teacher Cooperation; Parent Workshops; Preschool Children; Preschool Curriculum; •Preschool Education; Volunteers
Identifiers: American Indian Students; Native Americans; •Project Head Start

Record - 553

DIALOG(R)File 1:ERIC
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ED343671 PS020367
Development and Implementation of a Program of Evaluation To Support Improvement of Organizational Components in a Child Care Center.
Cross, Alice Frazeur
1992
79p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043); TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92
This practicum's goal was to improve the organizational components of a university child care center through the development and implementation of a comprehensive program of evaluation. Several evaluation models were considered. The Context-Input-Process-Product Model was selected for its flexibility in providing formative and summative results, its usefulness for decision making and problem solving, and its ability to incorporate currently used evaluation methods. A number of evaluation tools, such as parent evaluation of services and student evaluation of field experience, were adopted. Evaluation results were used to develop program goals. Results were also used by staff members to develop objectives for personal development. Results of the practicum were mixed. A comprehensive program of evaluation was implemented and organizational components were improved, but personnel perceptions of the organization's health demonstrated a downward trend. A number of reasons for the mixed results were offered, including the extra effort required of personnel to make changes and the fiscal status of the center. It was asserted that a comprehensive program of evaluation would take at least 2 years to become fully routinized in the program. (Appendixes comprising half the document include: Organizational Health Checklist, Calendar of Activities; Introductory Material for the CIPP Model; Samples of Evaluation Tools; and Organizational Health Checklist Prepracticum and Postpracticum Results.) (Contains 28 references.) (Author/GLR)
Descriptors: •Day Care Centers; Decision Making; Elementary Education; Employer Supported Day Care; •Evaluation Methods; Higher Education; •Organizational Development, Preschool Education; Problem Solving; •Program Evaluation
Identifiers: Campus Child Care; •Context Input Process Product Evaluation Model; •Organizational Health

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ED343193 CS507784
Improving Effective Communication between the School and

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Home through the Publication of a Student-Generated Newspaper Utilizing Modern Computer Technology.

McCann, Donna C.
Jan 1992
60p.; M.S. Practicum, Nova University.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

A practicum project was designed to improve effective communication between parents and a private school summer program by publishing a student-generated school newspaper. A pre-questionnaire concerning the effectiveness of communication between the home and school was distributed to the parents of the 54 students enrolled in an 8-week summer program held at a private K-8 school. The seven sections of the first issue of the newspaper (entitled "On Your Mark") were pinpointed based on the results of the questionnaire and conversations with teachers. The firt issue of "On Your Mark" appeared in the fourth week of the program and included material from students and teachers. Students' responsibilities and contribution grew in subsequent issues of the newspaper: the fourth volume was produced entirely by the students through the culmination of classroom instructional time in computer technology and newspaper publication. A post-questionnaire was sent to parents in the last week of the program. Results from the questionnaires indicated that: (1) 94% of the parents felt aware of upcoming school events at the end of the program; (2) 95% of the parents felt informed of their children's project; and (3) the students demonstrated the ability to format, organize, and publish a school newspaper using computer technology. (Survey instruments, all four issues of "On Your Mark," two mnemonic devices, and two tables of data are attached.) (RS)

Descriptors: Computer Uses in Education; Elementary Education; *Parent School Relationship; *School Newspapers; Student Participation; *Student Publications; Summer Programs
Identifiers: Student Led Activities

Record - 555

DIALOG(R)File 1:ERIC
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ED343164 CS213252

An Integrated Writing Approach for Teaching Descriptive Paragraphs to Third Grade Students.

Hutchison, Laurie S.
Feb 1992
59p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

A practicum used an integrated writing approach to improve 28 third-graders' ability to write descriptive paragraphs. The program consisted of two strategies: a process approach and a step-by-step approach. Success was measured by comparing the statistics of a pretest and a posttest and through observation, computer generated worksheets, and computer assisted instruction. Results indicated that 85% of the students could write a descriptive paragraph by the end of the 12-week implementation period. Students in the target group demonstrated positive changes in their daily writings and were motivated to use the computer to improve that writing. (Twenty-six references are included. Nine appendixes contain worksheets, bulletin board signs, and a descriptive words test.) (SR)

Descriptors: Computer Assisted Instruction; *Descriptive Writing; Grade 3; *Paragraph Composition; Primary Education; Writing Improvement; *Writing Instruction; *Writing Skills
Identifiers: Process Approach (Writing)

Record - 556

DIALOG(R)File 1:ERIC
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ED343155 CS213240

An Investigation into the Effects of Computer Word Processing Utilization on the Writing Skills of Students at Gloucester County College.

Hart, Robert L.
Feb 1992
43p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

A study examined whether students who underwent training and gained experience in the use of computer word processing techniques would score significantly higher on a writing test than students who received no such training. Students in two randomly selected English Composition II classes at Gloucester County College (New Jersey) were randomly labeled as either the experimental group or as the control group. Students in the experimental group spent one class period per week for 12 weeks in the computer lab receiving instruction and gaining experience in using computer word processing. Students in the control group received no such instruction. Students in both groups were given identical writing assignments. Comparison of holistically-scored pre- and posttests indicated that a significant difference existed between the posttest mean scores of the two groups, with the experimental group scoring higher than the control group. (Two tables of data are included.) (RS)

Descriptors: College Freshmen; Comparative Analysis; *Freshman Composition; *Instructional Effectiveness; Two Year

(cont. next page)

Colleges; *Word Processing; *Writing Improvement; Writing Research; Writing Skills
Identifiers: Gloucester County College NJ

Record - 557

DIALOG(R)File 1:ERIC
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ED343114 CS010891
Increasing Positive Attitudes towards Recreational Reading.
Smith, Sandra A.
Feb 1992
62p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

A practicum developed and implemented reading strategies to increase the positive attitudes toward recreational reading of a third-grade target group. The practicum focused on five central strategies for achieving objectives: alternative book reports, home leisure reading, guest reader program, read-aloud student response journals, and writing and publishing original works. Thirty minutes a day over a 12-week period were devoted to read-alouds and independent discussions as well as independent responses. Results revealed a successful increase in positive attitudes of the target group. Appendixes include a reading survey and data, sample forms, and suggested readings with related critical thinking questions and activities. (Five figures are included.) (SR)

Descriptors: Grade 3; Independent Reading; Primary Education ; Reading Aloud to Others; *Reading Attitudes; *Recreational Reading
Identifiers: Reading Motivation

Record - 558

DIALOG(R)File 1:ERIC
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ED343106 CS010881
Improving Self-Esteem of At-Risk Students.
Joseph, Joyce A.
Feb 1992
215p.; Educational Specialist Practicum, Nova University.
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

A practicum addressed the problem of low self-esteem of at-risk students by developing and implementing a 12-week dropout prevention program for 19 eighth-grade students in urban, middle class school. The program used five basic strategies for raising self-esteem: affective skills training (using role playing, mapping, and brainstorming to help students learn to make decisions and solve problems), remediation of basic skills, implementation of an in-house mentor/protege program (in which each student had a "friend" on campus who offered support, encouragement, and understanding), and parent/teacher involvement. The program met affective and cognitive needs of students in a caring, supportive environment. Results indicated that students improved their basic skills in reading and demonstrated increased levels of positive self-concept. (Fifty-four references are attached. Extensive appendixes contain pre/posttest results, parent correspondence, program implementation information, instructional material, and evaluation forms.) (SR)

Descriptors: *Dropout Prevention; Dropout Programs; Grade 8; *High Risk Students; Junior High Schools; Mentors; Middle Schools; Parent Teacher Cooperation; Potential Dropouts; Program Descriptions; Reading Improvement; Remedial Instruction; *Self Esteem
Identifiers: Middle School Students

Record - 559

DIALOG(R)File 1:ERIC
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ED343080 CS010848
Improving Vocabulary Skills of Chapter 1 Fourth Grade Students through Semantic Mapping Techniques.
Hardy, Fredericia P.
Jan 1992
80p.; Education Specialist Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEAUG92

This paper describes a practicum that incorporated semantic mapping, "rich" context clue instruction, and teacher modeling into a 12-week instructional program for 18 Chapter 1 fourth-grade students in rural Georgia who had shown deficiency in vocabulary knowledge with standardized test scores below the 50th percentile in the second and third grades. Comparison of the pre- and posttest results indicated improved vocabulary knowledge and context clue usage. Findings suggest that, although student attitudes demonstrated a positive change, a longer implementation period is needed to make substantial gains in this area. (Three tables of data are included; 25 references and 6 appendixes--including teacher-made pre- and posttests, a sample word list, and mid-implementation tests--are attached.) (PRA)

Descriptors: *Context Clues; Grade 4; Intermediate Grades; Modeling (Psychology); Problem Solving; *Reading Skills;

(cont. next page)

Student Attitudes; *Thinking Skills; *Vocabulary Development; *Vocabulary Skills
Identifiers: Education Consolidation Improvement Act Chapter 1; Georgia; *Semantic Mapping; *Semantic Webbing

Record - 560

DIALOG(R)File 1:ERIC
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ED342004 CS213183
Improving Intermediate Students' Creative Writing Skills Using Precision Teaching as a Monitoring Tool.
Hertler, Linda
Jan 1992
74p.; M.S. Practicum, Nova University.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUL92

This practicum used a weekly tutorial program to improve students' written expression using precision teaching as a monitoring tool. Remedial children were referred for instruction by teachers, school psychologists, or parents. The practicum was based on the students' needs for a program strengthening writing mechanics and reading comprehension skills. Task sheets (assignment sheets), timings of individual skills pinpointed, charts of progress made and evaluation of learning promoted self-monitoring and self-motivation. Critical thinking skills and appropriate learning strategies were implemented. Techniques using visual prompts, graphic organizers, and pre/post writing activities were stressed. Results showed that students' written expression and reading comprehension improved using precision teaching as a monitoring tool. Students also demonstrated increased proficiency in problem-solving skills and demonstrated critical thinking and writing abilities. (Five tables of data are included; 11 appendixes, including graphs of student data, charts of individual progress, samples of writing, and samples of learning techniques used, are attached. (Author/SR)

Descriptors: Case Studies; *Creative Writing; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; *Precision Teaching; *Reading Comprehension; *Remedial Instruction; *Writing Improvement; Writing Skills

Record - 561

DIALOG(R)File 1:ERIC
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ED341448 JC920112
The Development of a Discipline Code for Sue Bennett College.
McLendon, Sandra F.
Feb 1992
76p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: DISSERTATION (041); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Geographic Source: U.S.; Kentucky
Journal Announcement: RIEJUN92

A Student Discipline Code (SDC) was developed to govern student life at Sue Bennett College (SBC), Kentucky, a private two-year college affiliated with the Methodist Church. Steps taken in the process included the following: a review of relevant literature on student discipline; examination of discipline codes from six other educational institutions; analysis of the discipline records from SBC for the previous 3 years to determine previous patterns of infractions and resulting actions; and solicitation of input from the Student Government Council, SBC staff, and administrators at other institutions. The proposed code was reviewed by the Student Government Association, the Faculty Discipline Committee, the College Administration, and Deans of Students from other colleges before submission to the college president and subsequently to the board of trustees for final approval. The SDC, which was incorporated into the student handbook and disseminated throughout the college community, includes regulations dealing with health and individual safety; procedures for differences of opinion; individual conduct; traffic safety; care of property; and the discipline process. Recommendations for other institutions developing a SDC include: (1) solicit advice from the college community during the development of the code and later while evaluating its effectiveness; (2) review the code annually; (3) evaluate the consistency of the disciplinary code with the college's mission and goals on a regular basis; and (4) evaluate the effectiveness of the sanctions and the involvement of the student body in the governance of the judicial process. A copy of the disciplinary code at SBC is appended. (PAA)

Descriptors: *Behavior Standards; *Church Related Colleges; Codes of Ethics; College Administration; Discipline; *Discipline Policy; Institutional Mission; Private Colleges; Sanctions; *Student Behavior; *Student Rights; Two Year Colleges; Two Year College Students
Identifiers: *Sue Bennett College KY

Record - 562

DIALOG(R)File 1:ERIC
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ED341070 CS213154
Increasing Understanding of Right and Wrong in Relation to Cheating through the Curriculum of High School English Classes.
Mouritzen, Gaye S.
1992

(cont. next page)

90p.; Ed.D. Practicum, Nova University.
EDRS Price - MF01/PC04 Plus Postage.
Language: English
Document Type: PRACTICUM PAPER (043)
Geographic Source: U.S.; Florida
Journal Announcement: RIEJUN92

A practicum was designed to deal with the problem of cheating in a public alternative high school for at-risk students. Questionnaires completed by the teachers and the student body indicated that students had a deficiency in understanding and applying principles of accepted right and wrong to situations involving the possibility of cheating. Major goals were that students comprehend the principles and motives that underlie behavior in such situations, learn strategies for use in making moral decisions, understand what plagiarism is, and become familiar with research methods by which to avoid it. The solution created was a 12-week teaching unit for the writer's English classes. The unit consisted of three branches: branch 1 involved the reading of literature with related work; branch 2 dealt with the study and application of moral issues and strategies; and branch 3 covered research work and the comprehension of plagiarism. Literacy selections were used to introduce the subjects of honesty and dishonesty and their results; discussion groups dealt with what was happening and what should be happening. Results indicated that, while the practicum's major goals were only partially achieved, the practicum was a start toward seeing what can be accomplished in the field of moral studies through the English curriculum. Results showed that the three branches offer sensible methodology for dealing with the issues of right and wrong and are worthwhile as part of an English curriculum. (Three appendixes--questionnaires, the attitude toward cheating scale, and the pre/posttest--and 45 references are attached.) (PRA)

Descriptors: *Cheating; Educational Research; *English Instruction; *Ethical Instruction; *Ethics; High Risk Students ; High Schools; High School Students; *Moral Values; Plagiarism; *Values Education

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